

**THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE
OF SMP NEGERI 5 BANDAR LAMPUNG AT FIRST SEMESTER
IN THE ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**JENNA MAGHFIRA SWARI APRIYADI PUTRI
NPM.1411040277**

Study Program : English Education

Advisor : Bambang Irfani, M.Pd

Co-Advisor : Yulan Puspita Rini, M.A



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
BANDAR LAMPUNG
2018**

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BANDAR LAMPUNG
2018**

ABSTRACT

**The Influence of Using Round Robin Technique towards Students'
Vocabulary Mastery at the Eighth Grade of SMP N 5
Bandar Lampung at First Semester in the Academic
Year of 2018/2019**

**By :
Jenna Maghfira Swari Apriyadi Putri**

In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties of students in English learning activity is vocabulary. The students' vocabulary mastery in SMP N 5 Bandar Lampung is still low. To solve this problem, the researcher applied Round Robin Technique, a technique which consist of memorizing and remember some words with group. The objective of this research is to know whether there is a significant influence of using The Round Robin Technique towards student's vocabulary mastery at the eighth grade of SMP N 5 Bandar Lampung at first semester in the academic year of 2018/2019.

The research methodology used was quasi experimental design. The sample of the research were two classes consist of 60 students. The population of this research was students of eighth grade of SMPN 5 Bandar Lampung. The researcher took the sample by using cluster random sampling technique and the researcher determined that VIII G as the experimental class and VIII F as the control class. The researcher did five meetings for each class and it consisted of one meeting for pretest, three meetings for treatments and one meeting for posttest. In the experimental class the researcher applied Round Robin technique as treatment and control class the researcher applied Translation technique. In collecting the data, the researcher used test. Before conducting the treatments, the students did pretest. After conducting the treatments, the students did posttest. After giving posttest, the researcher analyzed the data using Independent Sample T-test in SPSS 16.00 because the data were in normal distribution and the data have same variance or homogenous.

From the result of hypothetical test, it was found that the result of Sig. (2 tailed) of t-test for equality of means assumed was 0.000 and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using Round Robin technique towards students' vocabulary mastery in the first semester at the eighth grade of SMP N 5 Bandar Lampung in the academic year of 2018/2019.

Key Word: Round Robin Technique, Vocabulary Mastery, Quasi Experimental Research.



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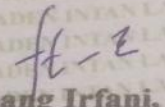
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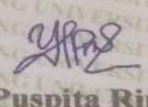
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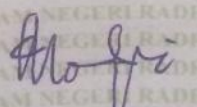

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ADMISSION

A thesis entitled : **“THE INFLUENCE OF ROUND ROBIN TECHNIQUE TOWARDS STUDENTS’ VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP NEGERI 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, by: **JENNA MAGHFIRA SWARI APRIYADI PUTRI, NPM: 1411040277**, Study Program: English Education, was tested in the examination session held on: Wednesday, November 7th, 2018.

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DECLARATION

I hereby that this thesis entitled : The Influence of using Round Robin Technique towards Students' Vocabulary Mastery in the first semester at the Eighth grade of SMP Negeri 5 Bandar Lampung in the Academic year of 2018/2019 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, November 7th 2018

Declared by,

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“O you who believe! Fear Allah, and (always) say a word directed to the Right:”
(QS. Al-Ahzab:70)¹

¹Abdullah Yusuf Ali, *The Meaning of The Holly Qur'an* (Maryland: Amana Publications, 2004), p. 99

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Apriyadi Abdul Barie, Mrs. Nureni Amin who always loves me and keeps on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.
4. All of the part of English Education E class 14.

CURRICULUM VITAE

The name of the researcher is Jenna Maghfira Swari Apriyadi Putri. Her nickname is Jenna. She was born on July, 11th 1996 in Bogor West Java. She is the daughter of the couple Mr. Apriyadi Abdul Barie and Mrs.Norita Limaswari (own mother). Mrs.Nureni Amin (step mother).

She has no sibling. She accomplished her formal education at kindergarten at Insan Taqwa Bogor, West Java and finished in 2002. Then she entered Elementary School at SD N 4 Sawah Brebes Bandar Lampung and finished in 2008. After that she continued her school at Junior High School at MTsN 1 Pahoman Bandar Lampung and finished in 2011. After that she continued her school at MAN 1 Bandar Lampung and finished in 2014. After that she continued her study at the State University of Islamic Studies (UIN) of Raden Intan Lampung and finished in 2018. She was active in organization out of the campus when she was in fifth semester, It was Hijabers Community Lampung. Her job experience, She was work as a private English teacher, English teacher at SMPN5 Bandar Lampung and SMP Utama 2 Bandar Lampung.

The Researcher

Jenna Maghfira

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First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of using Round Robin Technique towards Students’ Vocabulary Mastery at the Eighth grade of SMP Negeri 5 Bandar Lampung in the Academic year of 2018/2019” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to :

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3. Bambang Irfani, M.Pd, the first Advisor, who has patiently guided and directed the researcher for the completion of this thesis as well.

4. Yulan Puspita Rini, M.A, the Co-Advisor, who has guided the researcher since the first till the researcher completed of this thesis.
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Bandar Lampung, November 7th 2018
The Researcher,

Jenna Maghfira SAP
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is used by most people throughout the world. Although there are some languages that become international language nowadays, people tend to use English rather than other languages. As an international language, English can give many advantages to people who learn it. English is taught in order to absorb science, technology and art. English also helps people to communicate with other people in other countries.

In Indonesia, English is the first foreign language which is taught at Primary School, Junior, and Senior High Schools up to the University level. Based on Curriculum syllabus 2013 (K13), English subject has some skills and elements that should be mastered by the students. All the students must have the four language skills (listening, speaking, reading, and writing).¹ All of those skills will be achieved when the students have mastered vocabulary. Thornbury says without grammar very little can be conveyed, without vocabulary nothing can be conveyed.² We can still understand the language even if we did not know about grammar. But, the language will tell us nothing, if we do not know anything about vocabulary.

¹ Dinas Pendidikan, *Kurikulum Tingkat Satuan Pendidikan*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2006)

² Scott Thornbury, *How to Teach Vocabulary*, (Essex: Pearson Educational Limited, 2002), p.13

Dealing with the background above, it can be seen that vocabulary plays an important role in understanding a sentence or a text. When we talk about vocabulary we are also talking about particular meaning. Students must learn vocabulary of the language, they want to be able to use the language in communication. Michael et.al says that vocabulary is the set of words for which writer know the meanings when the researcher speaks or read orally.³

Some students at Junior High School in SMP Negeri 5 Bandar Lampung still cannot communicate in English. They can neither speak nor write. The students feel as if English lesson were very frightening and difficult. Hence, they lose motivation to learn English. This problem comes about Translation technique which using by the teacher in the teaching learning in every class. In the preliminary research at the Eighth Grade Students at the SMPN 5 Bandar Lampung, the Researcher interviewed Mrs. Ayu Siti Hotijah, S.Pd as the English teacher that usually using translation technique in teaching and learning the students' capability in mastering English, especially about their vocabulary. She said that the students' vocabulary mastery is still low, because they feel that the vocabulary given is still hard to remember.

Based on the preliminary research conducted at SMPN 5 Bandar Lampung, by interviewing the teacher and the students. The researcher found the problem that the students are difficult to understand the text due to they have lack of vocabulary. The teacher, Mrs. Ayu Siti Hotijah, S.Pd. She said that the students' vocabulary mastery is still low, because they feel that the vocabulary

³ Elfrida H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: Roulledge Press, 2005), p. 3

given is still hard to remember in the teaching and learning process. As the result, they do not understand the material and they are confused. Besides, the result of the interview, in the teaching and learning process, they only focus on memorizing the vocabulary. They are not interested in vocabulary class. This is the score of students at the first semester in the academic year of 2018/2019.

Table 1
The Student's Average Score of Vocabulary Test of SMPN 5 Bandar Lampung.

No	Score	Class								Number of Students	Percentage
		VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G	VIII H		
1	≥ 70	10	8	11	10	7	15	10	8	79	33%
2	< 70	20	22	19	20	23	15	19	20	158	67%
	Total	30	30	30	30	30	30	29	28	237	100%

Source: the data of student's average score of vocabulary of SMPN 5 Bandar Lampung in the academic year of 2018/2019.⁴

From the data in Table 1, it can be seen that from two hundred thirty seven students of eighth grade of SMPN 5 Bandar Lampung there are 158 students (77%) got the score under 70. Because the criteria of minimum mastery (KKM) score of English subject at that school is 70. It indicated that most students still difficult in their vocabulary.

It can be discussed about the factors that make vocabulary learning process looks like difficult lesson. The students were confused and bored with

⁴The data of vocabulary score at the eighth grade of SMPN 5 Bandar Lampung in the Academic year of 2018/2019 (doc)

technique given. In the classroom, students simply behave as listeners and followers. They just implemented what the thing was given by teacher. Whereas the student's needs, interests, and activation are not taken care by the teacher. Hence, the students are still hard to achieve maximum vocabulary results in English learning. It means that the factor that make learning vocabulary process is not effective is caused by the monotonous technique.

Round Robin Technique can make learning process more interest and the student feels annoyed when the learning process' in the class. It means that there is no innovative technique and the teacher only asks the student to open the dictionary and asks them to memorize the difficult vocabulary. The best goal, the researcher thought teacher must change the way in teaching English. Like other languages, in learning English, students have to be able to understand words. In fact, it happens that students want to express something in English but they do not know how to express the word appropriately because of the lack of vocabulary.

Tankersley says that vocabulary is the meaning and pronunciation of words that we use in communication. It simply the numbers of words that we understand or can actively use to listen, speak, read, or write.⁵ Students have to be able to understand words whether in written or audio form. Many kinds of Techniques could be applied in class such as Round Robin and many others. The teacher should apply various interesting teaching strategy for vocabulary

⁵ Karen Tankersley, *Threads of Reading*, (Alexandria, Virginia: Ascd Publications, 2003), p. 52

instruction and then the teacher can use various type of techniques for teaching vocabulary. Thus the students can enjoy learning English.

Facing the problem above, it can be suggested creating and implementing a suitable technique so that teaching and learning process can run effectively and reaching the teaching objective. From this condition and situation, the use of teaching technique is necessary, that is why it can be used technique to find out whether technique can improve the students' vocabulary achievement or not. In this study, the researcher applied Round Robin in learning vocabulary.

Round Robin is a Technique in which students to generate ideas and speak in order moving from one student to the next. It is particularly useful for structuring brainstorming sessions and ensuring that all students participate. The purpose of a brainstorming session is to create an extensive list of ideas. Crafting a prompt that can generate a sufficiently rich array of responses that can be expressed quickly and succinctly is particularly important. Practice ahead of time by thinking of and listing as many possible responses as you can. You can use the length to your list to predict the duration of your in-class exercise and to decide whether or not groups should rotate through Round Robin more than once.⁶

Based on previous research in thesis Rizki Tia Maudina with the title "The effect of Round Robin writing strategy on students' achievement in writing descriptive text", the results of study about the use of technique in teaching writing showed that they provide students with an interesting challenging and

⁶ E.F Barkkley, C.H Major, K.Patricia Cross.*Collaborative Learning Techniques*. (San Francisco: Jossey-Bass,2004),p.108

enjoyable atmosphere in classroom activities and they also contribute to helping the students to absorb materials more easily. The materials were about descriptive text. As the conclusion, Round Robin was a complete package that can train students' describing on writing skills and it also supports the students to understand the text especially in descriptive text.⁷

While Syafryadin, Istiqomah Nur Rahmawati, and Rizki Widiastuti in the international journal on education vol.1, No.1, April 2013 about "Improving Grade X Students' Speaking Achievement under Round Robin Technique", showed that Round-Robin Technique can improve the students' speaking achievement at grade X especially in accuracy. This statement could be supported by seeing the result of the study based on the evaluation of each cycles. It showed that the evaluation of each cycles indicated the improvement of the students speaking achievement from cycle one to cycle two. Furthermore, in the first cycle students got some problems in speaking especially in grammatical mistakes, pronunciation and vocabulary. Besides, students were difficult to be controlled in the classroom and some students did not pay attention. While, in the second cycle, the problems could be solved well even though students still did mistakes, but the mistakes were fewer than before. Next, the teacher still did evaluation, gave feedback, and gave reinforcement and motivation to students. Based on the data

⁷ Rizki Tia Maudina, *Thesis: The effect of round robin writing strategy on students' achievement in writing descriptive text*.2017. p.65

above showed that the increasing of mean score which indicated the improvement of students speaking achievement in terms of accuracy.⁸

Based on journal Armilia Riza, M.Pd with the title “teaching speaking by combining Round Robin with Talking Chips Strategies at Junior High School Students”, the results of teaching and learning process about the use of Technique showed that the students will encourage to increase their speaking ability, and are be afraid to speak in giving opinions and ideas to the class because they will also assessed by teacher when practice in teaching learning process. Moreover, the teacher should ask them to perform in front of the class. Using combining Round Robin and Talking Chips strategy is a way that will help to teach the students. In teaching speaking, it can improve students’ motivation to speak English, and increase their interest to learn English. So, this strategy makes the students enjoy to get the lesson and make them having fun.⁹

Grounded on the explanation from the experts above, The Researcher proposed the Round Robin Technique towards students’ Vocabulary Mastery in Junior high school. As a written in Syllabus Curriculum K13, Researcher chose the materials about noun and verb words that necessary in the Eighth Grade of SMPN 5 Bandar Lampung. Therefore, based on the background above, The Researcher interest in conducting the research entitled: The Influence of Using Round Robin Technique towards Student’s Vocabulary Mastery at the Eighth

⁸ Syafryadin, Istiqomah N.R, and Widiastuti R, *international journal on education vol.1, No.1, April 2013: Improving Grade X Students’ Speaking Achievement under Round Robin Technique*. 2013. p.82

⁹ Riza Amalia, *teaching speaking by combining round robin with talking chips strategies at junior high school students*. p.8

Grade of SMPN 5 Bandar Lampung at first semester in the academic year of 2018/2019.

B. Identification of the Problem

Based on the background of problem, the researcher identifies the problems as follows:

1. The students' vocabulary mastery still low.
2. The technique used by the teacher made the students bored in the class.

C. Limitation of the Problem

In this research, the researcher focuses on the use of Round Robin for teaching vocabulary especially noun and verb of school things, sports and transportation regarding the mastery to understand the word meaning and word use. It is in line with the learning materials for the eighth grade students of junior high school stated in the syllabus (Appendix 6).

D. Formulation of the Problem

The Researcher formulated the problem as follows: is there a significant influence of using Round Robin towards Students' Vocabulary Mastery?

E. Objective of the Research

Based on previous explanation, The objectives of this research is to know whether there is a significant influence of students' mastery in vocabulary using Round Robin

F. Use of the Research

The uses of the research are:

1. Theoretically, to motivate the teachers to use a good technique for

teaching in the class, so that student can support to increase their vocabulary in English.

2. Practically, it is as a technique to improve the students' vocabulary so they can interest.

G. Scope of the Research

1. Subject of the Research

The subjects of the research were Students at the Eighth Grade of SMP Negeri 5 Bandar Lampung.

2. Object of the Research

The object of the research was the use Round Robin technique and students' vocabulary mastery at the Eighth grade of SMP Negeri 5 Bandar Lampung.

3. Place of the Research

Place of the research was at SMP Negeri 5 Bandar Lampung.

4. Time of the Research

This Research was conducted in the first semester of 2018/2019 Academic Year.

CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theory

1. Concept of Vocabulary

Vocabulary is the vital aspect of language¹. Vocabulary is the basic knowledge in the basic of learning language and has important role in communication. Vocabulary can help students in speaking, writing, listening, reading. By having enough vocabulary there is not difficulty in comprehending the text and impressing ideas in speaking and writing, learning language cannot be separated from learning its vocabulary because a vocabulary is a part of language, which plays an important role in learning a language.

Vocabulary is the set of words for which we knows the meaning when we speak or read orally and the set of words also that an individual can use when writing². In order to be able to communicate in English, the students will master adequate personal English Vocabularies that they cover their needs for communication in real life situation. "Vocabulary is a bank of number of words in a language or list of words with their meanings. The statements above has explained that Vocabulary is the total number of words whose meaning of those words must be understood and organize the words of a language is by the rules of

¹ Wallance, Michael.J., *Teaching Vocabulary*, (London: Education Book, 1998), p.9

² Elfrida.H.Hiebert and Michael.L.Kamil. *Teaching and Learning Vocabulary, bringing research to practice* (New jersey: Mahwa Publisher 2005).p.10

use. So, it is clear that vocabulary must exist in a language. One cannot express her or his ideas, nor can receive information without Vocabulary.

According to Thornbury the importance of Vocabulary in language learning “if you spend most of your time studying grammar, your English not improve much. You will see must improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words³.

It means that people cannot increase much if they only spend lots of time for learning grammar, they cannot increase their English if they study more in words and expression. People can see what people say by looking the grammar, but they almost can speak everything using words.

While according to Fries, Vocabulary is the Essential area of language learning⁴. Therefore, students must learn vocabulary well, so, they are able to master the language. By mastering a great number of vocabularies, the students can learn foreign language easier.

2. Concept of Vocabulary mastery

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.⁵ It can be concluded that vocabulary has big contribution for supporting the success of learning English and it is crucial

³ Scott Thornbury, *How to Teach Vocabulary*, (England : Long Man, 2002), p. 13

⁴ Fries, C.C *Teaching and Learning English as a foreign Language* (New York : University of Michigan Press; 2000)p.238

⁵Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate, 2002), pp.144-160

component because it provides learners how well they speak, listen, read, and write.

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language, vocabulary can be presenting or explaining in all kind of activities. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.⁶ It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.⁷ It can be concluded that vocabulary has big contribution for supporting the success of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language, vocabulary can be presenting or explaining in all kind of activities. According to Harmer there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, they are as follows:⁸

1. Word Meaning

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonym, hyponyms, and connotation.

⁶Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), p. 4

⁷Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate, 2002), pp.144-160

⁸Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 1998), p. 18

2. Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such contexts black and yellow mean something else. It is frequently stretched through the set of our metaphorical and idiom use. For example: “You are an apple in my eyes” this idiom expression shows that it began to praise someone.

3. Word Combination

Although words can appear as single items which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which others often find strange. The kinds of words that go together in one language are often completely different from the kind of words which live together in another.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word combination and word grammar. In this research the researcher will focus on the word meaning and word use because the eleventh grade still difficult to understand the meaning and the word use based on the junior high school syllabus.

3. Kind of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different words classes;⁹

1. Verb is a word which can be used with a subject to form the basis of a clause.

In clauses, verbs often consist of an auxiliary verb + infinitive or participle.

Example: will go. Most verbs refer to actions, events or states.

2. Nouns are most often the name of people or things. Personal names (e.g.

George) and place names (e.g. *Birmingham*) are called proper nouns; they are usually used without articles.

3. Adjectives are used when we describe people, things, events, etc. Adjectives

are used in connection with nouns and pronouns. Example: *Green* apple, she's *hungry*

4. Adverbs; a word like *tomorrow*, *once*, *badly* which is used to say, for example, when, where or how something happens.

⁹Scott Thornbury, *Op Cit*, p. 3

5. A Pronoun is a word like *it, yourself, their*, which is used instead of a more precise noun or noun phrase (like *the cat, Peter's self, the family's*). The word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: *I will take these.*
6. Prepositions are word like *on, off, of, into*, normally followed by noun or pronoun
7. Conjunction is a word like *and, but, although, because, when, if*, which can be used to join clauses together. Example: *I rang because I was worried.*
8. The determiner is one of a group of words that begin noun phrases. Determiner includes *a/an, the, my, this, each, either, several, more, both, all*.

In conclusion, word classes divided in eight parts, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher will focus on noun and verb. It can be assumed that teaching vocabulary especially on noun and verb in recount text can motivate the students to be able to master in vocabulary well.

4. Concept of Noun

The noun in Latin *nomen* has meaning 'name'. that noun is the name of a thing. Meanwhile, Frank stated everything that exists has a name, whether you can see it or not.¹⁰ It means that noun is related to the name of something like people, place, plant, and others. For examples: John, student, house, chair, rose, cat, honesty. From the statements above, the researcher concludes that noun is one

¹⁰Barbara Dykes, *Grammar for Everyone* (Camberwell: Acer press, 2007), p. 22

of the most important parts of speech that can be used name people, place, plant, object, animal, quality and abstract concepts. According to Frank, he also stated some nouns may belong to more than one of the types, they are:

a. Proper Noun

Begins with a capital letter in writing. It includes personal names, name of geographic units such countries, cities, rivers etc. Names of nationalities and regions, names holidays, example: Mr. John Smith (name personal), Canada (name of city) etc.

b. Concrete and Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

c. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (one girl, two girls, one book, two books). An Uncountable noun is not used in plural. There are words for concrete objects stated in an undivided quantity (iron, sugar, sand, soil).¹¹

Based on the statement the concept of noun, noun is using to name life things, unived things, and even abstract things. Noun also has type or kind, there are seven kinds of noun namely; proper nouns, concrete and abstract noun, countable and uncountable noun, collective noun and common noun. Proper noun

¹¹Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, 1972), pp.6-7

is a specific noun that is created with capital letter in front of word. This noun is presenting the specific things like name of people, place, day, and institution. Meanwhile, concrete nouns are a noun that can be felt with sense.

It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. An abstract noun cannot be felt with human sense, it is like strength, weakness, and honesty. Countable nouns are noun that can be calculated. This noun is divided into two kinds, they are singular and plural. While, uncountable noun is a noun that cannot be calculated, it reverses of countable noun. All nouns can be further classified as proper of common. In this research the researcher only focuses on concrete noun and countable noun.

5. Concept of Verb

Verb is a word that describes an actions or occurrence or indicates a state of being. It means that verb is kind of language components that has important role. According to Frank, verb is the most complex parts of speech.¹² Its varying arrangements with nouns determine the different kinds of sentence, statements, questions, commands and exclamation. Like the noun the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that is showed measured and condition of a thing. It means that verb can use to show the measure and condition of thing. For example, like write, read, listen and others. From the statements above we can conclude that verb is a word that the most

¹² Marcella, Frank, *Op.Cit*, p. 47

complex parts of speech, show measure and condition of a thing. Verb has grammatical properties of person and number, properties which require agreement with the subject.

a. Types of Verbs

In addition to the main categories of physical verbs, mental verbs, and state of being verbs, there are several other types of verbs. In fact, there are more than ten different types of verbs that are grouped by function.

- Action Verbs

Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something.

- Transitive Verbs

Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb.

- Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. No direct object follows an intransitive verb.

- Auxiliary Verbs

Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb's tense or to form a question or negative.

- Stative Verbs

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements.

- Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations.

- Phrasal verbs

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verbs.

- Irregular verbs

Irregular verbs are those that don't take on the regular spelling patterns of past simple and past participle verbs.¹³

So from the theories above the researcher concludes that vocabulary mastery is the ability to comprehend the meaning and use of the word in English language. In this research, the researcher focuses on noun and verb of the themes : school things, sports and transportation to understand of the word meaning and word use.

6. Concept of Round Robin Technique

a. Definition of Round Robin Technique

Kagan says that Round Robin brainstorming is one of the simplest, yet most flexible, team building. In Round Robin Brainstorming, each teammate takes a

¹³ <http://www.gingersoftware.com/content/grammar-rules/verbs/>

turn sharing for preset amount of time.¹⁴ Round Robin Brainstorming is team work which every member of group generating ideas without elaborate, comment, explain or ask the ideas.

Barkley says that Round Robin is a technique where students generating ideas but without elaborate, explain, evaluate or ask the ideas. Group take turns responding to a question with a word, phrase, or statement.¹⁵ So, Round Robin is a technique for generating and developing in a group brainstorming setting.

Round Robin is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another Round Robin style. The recorder writes down the answers of the group members. The person next to the recorder starts, and each person in the group gives an answer until time is called.

From the definition above, it can be concluded that Round Robin is a technique for teaching vocabulary that is great for brainstorming discussions. to understand the word meaning and word use in the material school things, sports, transportations. of students' vocabulary mastery. It can be positive role models for teaching and learning.

b. Procedure of Round Robin Technique

Based on the procedure of Round Robin technique by Lindsay Zahner. There are seven steps to teach vocabulary by using Round robin technique :

¹⁴ Spencer, Kagan. *Kagan cooperative learning*. (kagan Publishing : 2009).p.10.4

¹⁵ Barkkley, E.F. *Collaborative Learning Techniques*. (San Francisco: Jossey-Bass 2004).p.110

- Teacher splits students into groups of 4 – 6 students appointing the following jobs: Recorder, Reader, Referee, Materials Getter, and Question Master.
- The Materials Getter should retrieve *The Watsons Go to Birmingham – 1963* Vocabulary Packet for their group.
- Students will then Round Robin Brainstorm for each vocabulary word in their packet. Teacher should be circulating groups making sure each student gets a chance to share their responses.
- The Reader should read the vocabulary word and the sentence it is used in.
- The group should then decide on their “best guess” and the Recorder records the group’s definition in the vocabulary packet. If group cannot come to an agreement, the Referee will make the final decision. Groups should work out problems on their own. If any questions arise, the group should try to solve it. If no solution is found, only the Question Master may raise their hand and pose the question to the teacher (this should promote interdependence among the group and build problem-solving skills).
- Teacher will then go through vocabulary words, one by one, calling on Recorders to share their group’s definitions.
- The teacher will then give the actual definition from the Merriam-Webster Dictionary, compare it to the student response.¹⁶

¹⁶ Zahner. Lindsay, *A Literature focus unit.*(Marian University : 2011).p.6

c. Procedure of Teaching Vocabulary by using Round Robin Technique

From the statements by Lindsay Zahner. The researcher concludes to modify the procedure of Round Robin technique to increase their vocabulary mastery. The students divided into 6 parts reader, recorder, materials getter, question master, and referee. The function of reader in their group as to read the vocabulary word and the sentence it is used in. the recorder as records the group's definition in the vocabulary packet. If group cannot come to an agreement, the Referee will make the final decision. Groups should work out problems on their own. If any questions arise, the group should try to solve it. The materials getter as the writer in the vocabulary packets. The question master as the questioner to the teacher or others groups. there are some steps to teach vocabulary mastery by using Round Robin technique.

- The teacher divides the students 1-6 in a group
- The Students decides their character. as follow reader, recorder, materials getter, question master, referee in a group.
- Every member start to analyze the vocabulary packet to generating their ideas. To elaborate, explain, evaluate or ask the ideas.
- One of the members gets their characters to problem solving the vocabulary packet. And the teacher checks their vocabulary packet from Merriam Webster dictionary.
- The activity repeat for each new vocabulary word. And the teacher calls the recorder to share their group's definitions from vocabulary packet.

d. Advantages and Disadvantages of Round Robin Technique

Advantages :

- Round Robin Technique can improve the Students' achievement at the Eighth Grade especially in accuracy.
- Students can solve some problems in vocabulary especially in noun and verb.
- Students get to display their individual talents and receive assistance as needed from their group.
- It will help to develop and foster friendships and a better respect for diversity.
- The problems could be solved well even though students still did mistakes, but the mistakes were fewer than before.¹⁷

Disadvantages :

- Students doesn't focus quickly to get some point.
- It will spend a lot of time to get focus of the students.
- Students were difficult to be controlled in the classroom

7. Concept of Translation Technique

a. Definition of Translation Technique

Hurtado defines that Translation Techniques as procedures to analyze and classify how translation equivalence works.¹⁸ The translation techniques have five basic characteristics:

¹⁷ *Ibid p.110*

¹⁸ Amparo, Hurtado, *Translation Technique Revisited: A Dynamic and Functionalist Approach*, available at <http://www.Trans-Teach-Molina-Hurtado.com>

- They affect the result of the translation
- They are classified by comparison with the original
- They affect micro unit of text
- They are by nature discursive and contextual
- They are functional obviously

From the definition above, The Researcher concludes that Translation Technique, seem to be the one which allows translator to utilize 'notes'. Furthermore, employing 'notes' in the translation, both as a translation strategy and a translation procedure seems to be indispensable so that the foreign language reader ship could benefit from the text as much as the students' reader do.

b. Procedure of Translation Technique

- The teacher explains about technique in learning vocabulary.
- The teachers mentions material and explain about translation.
- The teacher distributed the text to the students and gives to students read and translate the text.
- The teacher asks the students what is the text about.
- The teacher gives the students exercise.¹⁹

c. Advantages and Disadvantages of Translation Technique

The Advantages of Translation Technique:

- Widen vocabulary, hence increasing our vocabulary indirectly.

¹⁹Sayuki Machida, *A Step to Using Translation to Teach A Foreign Language*, Melbourne, University of Melbourne, 2008,p.143

- Discovering new words and even cultures that are in the text that they translate.

The Disadvantages of Translation Technique:

- Inaccurate words, somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
- Lack of originality, we do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- Take time to interpret. It does take time for us to interpret, learn, research and finally translate the whole text.²⁰

B. Frame of thinking

Vocabulary has been useful to someone when to speak in English, why if the people sometimes troubles speaks actually in English, maybe the factor is less vocabulary master. The students can increase if they in words or expression. Therefore a sufficient vocabulary is needed in order to master a language. To use it as a tool in communication. In teaching vocabulary teacher should give chance to the students to be active and the teacher must be increase and made the students be fun and natural when learned vocabulary because vocabulary is not easy for

²⁰ Albany, Advantages and disadvantages of translation, http://tccrit.albany.edu/knilt/index.php/unit3.what_is_the_advantage_of_using_translation_as_a_teaching_resource/, Accessed on May, 26th 2018

students to remember. The technique of teaching is one factor that determined the success in teaching and learning process.

Based on the statements above, it can be assumed that Round Robin is an appropriate Technique to improve the students' vocabulary mastery. In addition teaching vocabulary through Round Robin Technique makes the students interested, fun, and enjoyable to learn English, and also to motivate the students to be able to master in vocabulary to speak English well. The Students can work together in small group and share with their friends to guess on the clues in question. Furthermore Round Robin Technique make the students feel happy and fun because the display is interesting the students can enjoy the class when they learn vocabulary because they will not feel nervous using Round robin technique. Therefore the students will understand more the meaning of the word. Round Robin technique is a good technique to teaching students' vocabulary by applying this technique students' vocabulary will increase.

C. Hypothesis

Based on the theoretical views and assumption above, the researcher formulates the hypotheses as follows:

Ho : There is no significant influence of using Round Robin towards students' Vocabulary Mastery at the Eighth Grade of SMPN 5 Bandar Lampung.

Ha : There is a significant influence of using Round Robin towards students' Vocabulary Mastery at the Eighth Grade of SMPN 5 Bandar Lampung.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.

In this research, the researcher used quasi experimental pre-test and post-test design. Quasi experimental design is a research design that include assignment, but not random assignment or participants to group. It is because the experimenter cannot artificially create groups for the experiment.¹ It means that we do not have the opportunity for random assignment of students to special group different conditions. The common term for this type of group of participants is intact. For that, the researcher was select two classes, one is control class and other is the experimental class. The research design can be presented in table 2:

Table 2
Research Design

Select control group	= T ₁	O	T ₂
Select experimental group	= T ₁	X	T ₂

Note:

X : Treatment by using Round Robin technique

O : Treatment by using Translation technique

T₁ : Pre-test

T₂ : Post-test

In this research, the researcher gave pre-test to know students' vocabulary mastery especially in noun and verb. After the researcher gave pre-test, the researcher gave treatment to experimental class and control class. Treatment by using Round

¹ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Buston: Pearson, 2012), p. 309.

Robin Technique used to experimental class and control class gave treatment by using translation technique. At the end of the research, student gave post-test in order to know achievement after using Round Robin technique.

B. Research Variable

In this Research, there are two variables that are investigated, they are as follows:

1. The independent variable is the Round Robin Technique (X).
2. The dependent variable is students' Vocabulary mastery (Y).

C. Operational Definition of Variable

The operational definition of variable is used to describe the characteristic of the variable that is investigated in order that the researcher can collect the data and the information.

The researcher gives the operational of each variable, as follow:

1. Round Robin is a technique for teaching vocabulary that is great for brainstorming discussions to understand the word meaning and word usage students' vocabulary mastery. It can be positive role models for language use.
2. Students' vocabulary mastery is the ability to comprehend the meaning and use of the word in English language. In this research, the researcher focuses on noun and verb of the themes : school things, sports, transportation to understand of the word meaning and word usage.

D. Population, Sample, and Sampling Technique

1. The Population of Research

The population is a larger group to which the research will be result generalizable.² The population is the group of people we want to generalise to.³ The whole subject which we want to generalize and learned in this research is called population. It took from the students of students at the Eight grade of SMPN 5 Bandar Lampung, which consist of eight classes with total 237 students.

Table 3
The Students' population at Eighth Grade of SMPN 5 Bandar Lampung 2018/2019

No.	Class	Gender		Total
		Male	Female	
1.	VIII.A	15	15	30
2.	VIII.B	15	15	30
3.	VIII.C	15	15	30
4.	VIII.D	15	15	30
5.	VIII.E	14	16	30
6.	VIII.F	15	15	30
7.	VIII.G	14	15	29
8.	VIII.H	14	14	28
Total				237

Source: the data from English teacher of SMPN 5 Bandar Lampung.

² Marguerite G. Lodico, et. al. 2006. *Method in Educational Research: from Theory to Practice*. San Francisco: Josey Bass. p. 13.

³ Daniel Muijs. *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications, 2004)., p. 15.

2. Sample of the Research

As a part of population, sample is taken as a representative of the population. Sample is a smaller group selected from a larger population that is representative of the larger population.⁴ The sample is from a very specific group and the extent to which these findings generalise to other populations needs to be examined.⁵ Thus, sample was a subgroup or specific group which used as a subject which represents the population. The sample of the research was the students at the Eighth Grade of SMPN 5 Bandar Lampung in 2018/2019 academic year.

3. Sampling Technique

In getting the sample from population, the researcher uses cluster random sampling occurs when the population is already divided into natural groups. A cluster can be state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.⁶ The researcher conducted the research at the first semester of eleventh class consists of nine classes, but it is quite hard to maintain all of the eleventh class students as sample of this research, so the researcher will select two classes as the sample. Steps in determining the experimental class and control class as follows:

1. The first, the researcher wrote nine names of classes in small pieces of paper and then the researcher rolled them up and put them into a glass.
2. The second, the researcher shook the glass randomly. After that, The class which comes out of the glass was the experimental class.

⁴ Marguerite G. Lodico, *Loc. Cit.*, p. 143.

⁵ Daniel Muijs. *Op. cit*, p. 14

⁶ James B. Scheiber and Kimberly Asner-Self, *Educational Research the Interrelationship Question, Sampling, Design, and Analysis*, (Cambridge John Wiley an Sons Inc, 2011), p.89.

3. The piece of the rolled paper inserted back and the glass shook out the back to get the control class. The next rolled paper that comes out was the control class.

E. Data Collecting Technique

In collecting the data, the researcher used test as a technique to collect the data. According to Donald a test is a set of stimuli present to an individual in order to elicit responses on the basis of which a numerical score can be assign. Based on the definition, the researcher used test to collect the data. The test are pre-test and post-test. To know about the students' vocabulary mastery through Round Robin technique, the researcher used vocabulary test where the students answer the multiple choices questions given. The researcher conducted several tests to collect the data. The test for tryout is multiple choice consisted of 40 items with 4 options (a, b, c, or d) and for the pretest and post test. The test items were determined by the validity and reliability analysis of the tryout.

F. Instrument of the Research

According to Margono, the research instrument is defined as a tool of data collecting that has to be planned well and designed in various form to get empirical data as it is in reality.⁷ Research Instrument is anything used to collect data.⁸ In this research, The researcher gave test in form of multiple choice with four options a, b, c, and d. there is 40 vocabulary test items, for junior high school level, especially for the Eighth Grade. In this Research, the Researcher focused on

⁷S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2014), p. 155

⁸James B. Schreiber, Kimberley Asner-Self, *Educational Research*, (New-Bakerville: John Wiley and Sons, Inc, 2011), p. 126

noun and verb of themes, they are: school things, sports, transportation. The test items are based on the indicator of syllabus of English curriculum and from the textbook of the school. The specification test of pre-test and post-test items before validity tests are follow:

Table 4
The Specification of Pre-test before Validity Test

No	Themes	Aspects	Indicator	Odd	Even	Distribution		Total
						Odd	Even	
1	School things	Noun	Word Meaning	3	3	1,3,5,	2,4,6	6
		Verb	Word Use	3	3	7,9,11	8,10,12	6
2	Sports	Noun	Word Meaning	3	3	13,15,17	14,16,18	6
		Verb	Word Use	3	3	19,21,23	20,22,24	6
3	Transportation	Noun	Word Meaning	4	4	25,27,29 ,31	26,28,30, 32	8
		Verb	Word Use	4	4	33,25,27 ,39	34,26,38, 40	8
Total				20	20	20	20	40

Based on the table 3 above, the total of Pre-test items before validity are 40 items with 20 odd numbers and 20 even numbers.

Table 5
The Specification of Post-test before Validity Test

No	Themes	Aspects	Indicator	Odd	Even	Distribution		Total
						Odd	Even	
1	School things	Noun	Word Meaning	3	3	1,3,5,	2,4,6	6
		Verb	Word Use	3	3	7,9,11	8,10,12	6
2	Sports	Noun	Word Meaning	3	3	13,15,17	14,16,18	6
		Verb	Word Use	3	3	19,21,23	20,22,24	6
3	Transportation	Noun	Word Meaning	4	4	25,27,29 ,31	26,28,30, 32	8

		Verb	Word Use	4	4	33,25,27,39	34,26,38,40	8
Total				20	20	20	20	40

Based on the table 3 above, the total of Post-test items before validity are 40 items with 20 odd numbers and 20 even numbers.

Table 6
The Specification of Pre-test after Validity Test

No	Themes	Aspects	Indicator	Odd	Even	Distribution		Total
						Odd	Even	
1	School things	Noun	Word Meaning	4	0	3,4,5, 11	0	4
		Verb	Word Use	0	1	0	8	1
2	Sports	Noun	Word Meaning	0	2	0	14,18	2
		Verb	Word Use	1	2	23	20,22	3
3	Transportation	Noun	Word Meaning	6	4	25, 27,29, ,31, ,33, 35	26, 30, 32, 34	10
		Verb	Word Use	0	0	0	0	0
Total				11	9	11	9	20

After try out was done, the researcher used *anatest* to measure quality of an instrument. Try out was held on August 1st, 2018, with VIII C as the try out class for pretest and post-test instrument. In this step there were 20 items number of pretest instrument which valid. They were number 3, 4, 5, 8, 11, 14, 18, 20, 22, 23, 25, 26, 27, 29, 30, 31, 32, 33, 34, and 35. It can be concluded that the total items in pretest try out were 20 items (see appendix 7).

Table 7
The Specification of Post-test after Validity Test

No	Themes	Aspects	Indicator	Odd	Even	Distribution		Total
						Odd	Even	
1	School things	Noun	Word Meaning	5	3	1, 3,	2, 4, 6	8

						5,10,11		
		Verb	Word Use	1	0	7	0	1
2	Sports	Noun	Word Meaning	3	0	13,17,18	0	3
		Verb	Word Use	0	3	0	12,20,24	3
3	Transportation	Noun	Word Meaning	2	3	27, 31	26, 30, 32,	5
		Verb	Word Use	0	0	0	0	0
Total				11	9	11	9	20

After try out was done, the researcher used *anatest* to measure quality of an instrument. Try out was held on August 2nd 2018, with VIII C as the try out class for pretest and post-test instrument. In this step there were 20 items number of post-test instrument which valid. They were number 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 17, 18, 20, 24, 26, 27, 30, 31, and 32. It can be concluded that the total items in post-test try out were 20 items (see appendix 7).

G. Research Procedure

There are some steps that planned by the researcher to apply the research procedure. The Procedure of the Research are :

1. Administering try out to the test

Try out is kind of test that gives to the students before pre-test. A total number of the test is 40 items with 4 options. Then the researcher evaluated the test items to get good items that tested in pre-test and post-test.

2. Conducting Treatment

In conducting the treatments, the researcher acted as the teacher and the judge of the Round Robin Technique at the same time. In each meeting before apply

the technique. There are some activities that students take some tables of the picture in their paper.

The students make divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another Round Robin style. The recorder writes down the answers of the group members. The person next to the recorder starts, and each person in the group gives an answer until time is called.

3. Administering Pre-test and Post-test

The pre-test administered to measure the students' prior knowledge. After gave the pre-test, several treatments of Round Robin Technique give to the sample. In the end, the Post-test held to investigate whether there is a significant difference between students' vocabulary mastery before and after treatments. The form of the pre-test and post-test is the multiple choice vocabulary tests.

H. Scoring system

Before getting score, the researcher determines the procedures to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula. The scores of pre-test and post-test are calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes :

S : The score of the test

r : The total of the right answer

n : The total items.⁹

I. The Validity and Reliability of Test

1. Validity of Test

In order to conduct the test, validity of the test should be proved. Validity is the most important idea to consider when preparing or selecting an instrument for use. Validity refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. In order to see the validity of the data, Anates used in this research. Anates is an application capable of analyzing the item test quickly, easily, and accurately.¹⁰ Anates is used to calculate the validity of the test for multiple choices and essay quickly, easily and accurately.

In this research, there are several aspects considered to measure validity of the test. They are:

a. Content validity

Content validity concerns whether the tests are good reflection of the materials that need to be tested or not. Content validity refers to whether or not the content of the manifest variables that we are trying to measure.¹¹ In order to see whether the content want to use is valid or not, the measurement of content validity is needed. Content validity refers to how far the measurement represents

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 130.

¹⁰ Muchamad Arif. 2014. "Jurnal Ilmiah Edutic" Penerapan Aplikasi Anates Bentuk Soal Pilihan Ganda. Vol. 1, No. 1. p. 5

¹¹ Daniel Mujis. *Op. Cit*, p. 66

the elements of a construct. Because in this research the test intend to measure students' vocabulary mastery of the eleventh grade students of junior high school, the test gave to the students were test that can measure students mastery about noun and verb in recount text which is best on they learnt before based on school based curriculum.

To get the content validity of vocabulary test, the researcher tried to arrange the materials based on the objectives of teaching in the school based on curriculum for eleventh grade of SMP Negeri 5 Bandar Lampung. And then the researcher consulted the instrument to the English teacher at SMP Negeri 5 Bandar Lampung to make sure the instrument is valid.

b. Construct Validity

Construct validity is concern with whether the test is actually in the line with the theory of what it means to know the language. It focuses on the kind of the test that is use to measure the ability. It means that the items should test the students whether they had mastered of recount text. Construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept. In order words, concept validity is just like a concept; both of them are abstraction and generalization that need to be defined so clearly that can be measured and examined.

Construct validity focused on the kind of test that use to measure the ability. In order words, test can measure what needs to be measured. In this research, the researcher administered a vocabulary test. To make sure, the researcher consult the instrument to the English teacher. Then, the English teacher decided that the tests are valid.

c. Internal Validity

Internal validity is the analysis that used to test the validity of the item that was proposed in the test. Anates is one of analysis technique that can be used to validating of the items that proposed in this test. which scores of the test result of each item correlate with the score about the totality of the result.

2. Reliability

The quality of measurement is related to the reliability of the test. Reliability refers to the consistency of the scores obtained how consistent they are for individual from one administration of an instrument to another and from one set of items to another. Reliability refers to the extent to which test scores are free of measurement error. It means if the test is reliable enough, the result would be consistent whether it is the first test, or second test and the result always be equal and the test score is free from errors.

In analyzing the reliability of the test, the steps are designed as follow:

1. The pre-test and post-test items gave to the students of control group and experimental group.
2. The next step was collected and analyzed the data.
3. The result of pre-test and post-test was analyzed by counting the differences.
4. In this case, to see the reliability of the test, Anates was used. Anates is an application capable of analyzing the item test quickly, easily, and accurately¹². It means Anates not only is used to measure the validity, but also the reliability of the test.

¹² Muchamad Arif. *Op. Cit.* p. 5

J. Data Analysis

1. Fulfillment of Assumption

a. Normality Test

In analyzing the data, the normality test should be conducted for further investigation. The normality test is used to show whether the sample of data comes from normal distribution or not¹³. It means the data which is collected should be indicated as a normal. In this research, the statistical computation by using SPSS (*Statistical Program for Social Science*) is used to know whether the data is normal or not. SPSS test is based on Kolmogorov-Sminov test and Shapiro-Wilk. Thus, the result of the test should be 0.05.

The hypotheses for normality test are:

H_0 : The sample is originated from population which has normal distribution.

H_a : The sample is not originated from population which has normal distribution.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if Sig. = 0.05

H_a is accepted if Sig. = 0.05

b. Homogeneity Test

After administering the normality of the data into SPSS (*Statistical Program for Social Science*) test, it is necessary to check whether the data is homogenous or not. Homogeneity test is done to know whether the samples from population have equivalent variant or not. It means the data should be considered as homogenous after we have checked normality test by using SPSS. The result of

¹³ M. Ali Gunawan. 2015. *Statistik Penelitian Bidang Pendidikan, Psikologi dan Sosial*. Yogyakarta: Pratama Publishing. p. 65

the test should be 0,05. The test of homogeneity uses Levene statistic test. The hypothesis for the homogeneity test are:

H_0 : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if Sig. = 0.05

H_a is accepted if Sig. = 0.05

2. The Hypothetical Test

The hypotheses are:

H_0 : There is no significant influence of using Round Robin Technique towards Students' Vocabulary Mastery at the first semester of the Eleventh Grade of SMP Negeri 5 Bandar Lampung in academic year of 2018/2019.

H_a : There is significant influence of using Round Robin Technique towards Students' Vocabulary Mastery at the first semester of the Eleventh Grade of SMP Negeri 5 Bandar Lampung in academic year of 2018/2019.

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

The researcher got the data in score form. The scores were divided from the test. There were at least two tests in this research, they were pre-test and post-test. The pre-test was held on August 3rd 2018. Before doing post-test the researcher did the treatments for experimental class, the treatments were held on August 6th 2018 until August 8th 2018. There is influence of students' vocabulary mastery in both classes after the treatments done and the last was post-test which was held on August 13th 2018.

B. Research Procedure

The research was conducted in August 2018. Before conducting the research, firstly the researcher asked the permission from the headmaster and the English teacher at the school. After having a permission, the researcher conducted through the following steps:

1. Determining the subject of the research, namely the students at the eighth grade of SMPN 5 Bandar Lampung.
2. Designing the test, that is vocabulary test that consist of 40 items with four options a, b, c, d.
3. Determining the sample of the research by using cluster random sampling.

4. Holding the try out. The test consist of 35 items after know the reliability of the test and validity of the test to the English teacher, this was given to the students out of the research sample.
5. Holding pre-test in order to know the students vocabulary before they had treatment.
6. Analyzing the data gotten through the pretest
7. Giving the treatment to the sample of the research that was Round Robin technique was implemented in teaching and learning vocabulary.
8. Holding posttest in order to know the students' vocabulary after treatment.
9. Analyzing the data gotten through posttest. The data were analyzed by using SPSS.
10. Testing the hypotheses and making conclusion
11. Reporting the result of the research.

C. Result of the Research

After doing the research, the researcher got the result of the research. They were the result of the pre-test and the post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

1. Result of the Pre-test

At the first meeting the researcher conducted pre-test in order to find out the previous students' vocabulary mastery. The pre-test was administered on Friday, August 3rd 2018, for class VIII G as the experimental class and Saturday, August 4th 2018 in class VIII F as the control class.

After conducting the pre-test in experimental class and control class, the researcher collected and analyzed the data to know the students' vocabulary mastery in noun and verb. Here was the histogram of pretest in experimental and control class:

Figure 1

The result of pretest in experimental class

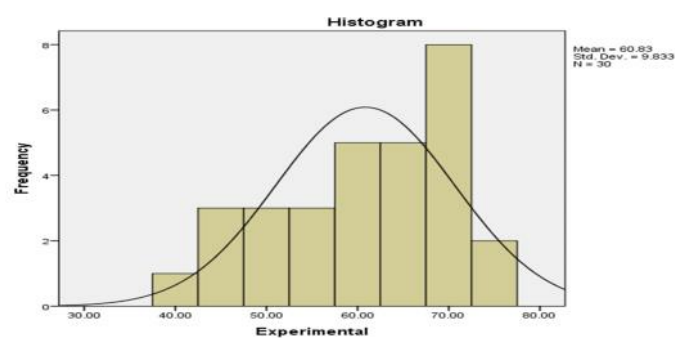
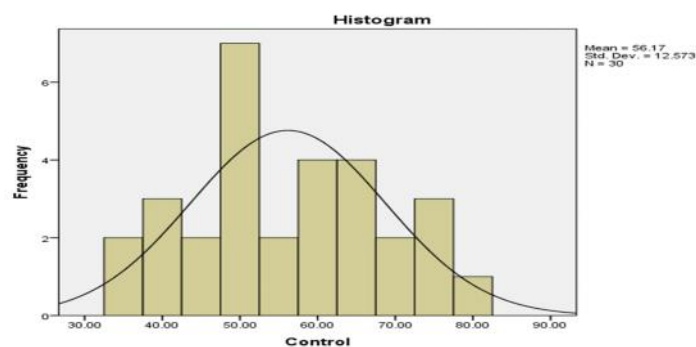


Figure 2

The result of pretest in control class



From the figures above, the result of pre-test in experimental class showed that the score of pre-test in experimental class was N was 30, mean was 60.83, standard deviation was 9.833, median was 62.5, variance was 96.70, the highest score was 75 and the lowest score was 40.

While the result of pretest in control class showed that the result of N was 30, mean was 56.16, standard deviation was 12.58, median was 55, variance was 158.075, the highest score was 75 and the lowest score was 35. It can be concluded that the result of mean score pre-test in experimental and control class was low.

2. Result of the Post-test

After conducting three meetings of treatments, the researcher conducted the post-test to the sample. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Monday, August 13th 2018 as experimental class and Tuesday, August 14th 2018 in control class.

After conducting the post-test in experimental class and control class, the researcher collected and analyzed the data to know the influence of students' vocabulary mastery after treatment. Here was the histogram of posttest in experimental and control class:

Figure 3

The result of posttest in experimental class

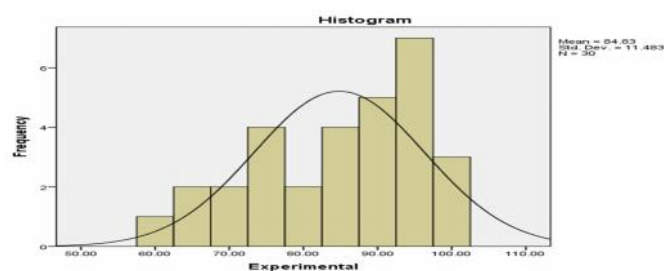
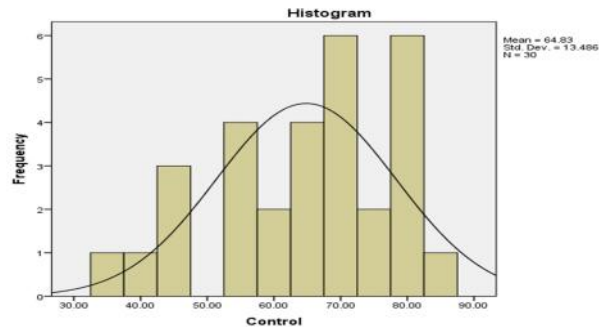


Figure 4**The result of posttest in control class**

From the figures above, the result of post-test in experimental class showed that the score was N was 30, mean was 84.83, standard deviation was 11.486, median was 87.5, variance was 131.87, the highest score was 100 and the lowest score was 60.

While, the result of post-test in control class showed that the result of N was 30, mean was 64.83, standard deviation was 13.48, median was 67.5, variance was 181.86, the highest score was 70 and the lowest score was 50. So, the result post-test in experimental class was very significant.

It can be seen from result of means, from pre-test was 60.83 became 84.83 in post-test. But in control class the result of means was 56.16 in pre-test and post-test was 64.83. It can be concluded that the score in experimental class increased and the score in control class did not increase.

D. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test to know the result of data analysis. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

1. Fulfillment of the Assumption

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and homogeneity test.

a. Result of Normality Test

The normality test was used to measure whether the data in both control class and experimental class were normally distributed or not. In this case, the researcher used SPSS to calculate the Levene's test. Formula to test the normality of the data

The hypotheses for normality test are formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

The criteria of acceptance of data hypothesis for normality test are follows:

H_0 is accepted if $\text{Sig. (value)} > = 0.05$

H_a is accepted if $\text{Sig. (value)} < = 0.05$

Table 3.1
Normality of the Control and Experimental Class

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.189	30	.008	.957	30	.254
Control	.188	30	.008	.951	30	.182

a. Lilliefors Significance Correction

Based on table 3.1, it can be seen that the Sig. in experimental class was 0.008 for Kolmogorov-Smirnov and 0.254 for Shapiro-Wilk. While Sig. for control class was 0.008 for Kolmogorov-Smirnov and 0.182 for Shapiro-Wilk. Because Sig. of experimental class $> = 0.05$ it means H_0 accepted and Sig. for control class $> = 0.05$ it means H_a is rejected. To measure normality test, the researcher used Shapiro-Wilk test because Shapiro-Wilk was used if subject or participants less than 50 subjects. So, it can be concluded that the data in experimental and control class have normal distribution. It was calculated based on the gain of the experimental and control class.

b. Result of Homogeneity test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data were homogeneity or not. The researcher used Levene Test using SPSS (Statistical Program for Social Science) 16.00. The hypotheses for the homogeneity test are formulated as follows:

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

While the criteria for the homogeneity test are as follows:

H_0 is accepted if Sig. (pvalue) $> = 0.05$

H_a is accepted if Sig. (pvalue) $< = 0.05$

Table 3.2

The Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.327	1	58	.570

From this table, it can be seen that Sig (Pvalue) was 0.570, and $= 0.05$. it means that Sig (Pvalue) $>$ and H_0 was accepted. The conclusion was that the data have same variance or homogenous. It was calculated based on the gain of the experimental and control class. (See Appendix 15)

2. Result of Hypothetical Test

After the researcher knew that the data are normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were :

H_0 : There is no significant influence of using Round Robin technique towards students' vocabulary mastery in the first semester at the eighth grade of SMP N 5 Bandar Lampung in the Academic year of 2018/2019.

H_a : There is significant influence of using Round Robin technique towards students' vocabulary mastery in the first semester at the eighth grade of SMP N 5 Bandar Lampung in the Academic year of 2018/2019.

The criteria of acceptance of the hypothesis for hypothetical test were follows:

H_0 is accepted if Sig. (value) > 0.05

H_a is accepted if Sig. (value) < 0.05

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.327	.570	5.298	58	.000	15.16667	2.86293	9.43589	20.89744
Equal variances not assumed			5.298	57.164	.000	15.16667	2.86293	9.43411	20.89923

Based on the results obtained in table 3.3, it is clear that the value of significant generated Sig. (pvalue) or Sig. (2-tailed) of the equal variance assumed = 0.000, and $= 0.05$. It means that Sig. (pvalue) < 0.05 . So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Round Robin to teach vocabulary at the students in the first semester of the eighth grade of SMP N 5 Bandar Lampung in the academic year of 2018/2019.

E. Discussion

Based on the calculation of the independent sample test, Sig. (value) was 0.000 and $\alpha = 0.05$. it means that Sig. (value) < $\alpha = 0.05$ and H_a is accepted. This result proved that there is an influence of using the Round Robin technique towards students' vocabulary mastery in the first semester at the eighth grade of SMP N 5 Bandar Lampung in the academic year of 2018/2019. In general, the teaching learning process ran smoothly, the students cooperated well throughout three treatments.

Barkley says that Round Robin is a technique where students generating ideas but without elaborate, explain, evaluate or ask the ideas. Group take turns responding to a question with a word, phrase, or statement.¹ So, Round Robin is a technique for generating and developing in a group brainstorming setting.

According to Kagan says that Round Robin brainstorming is one of the simplest, yet most flexible, team building.² Because The Round Robin technique was given full guidance, specific support and help to the students so that this technique can help and increase students' vocabulary mastery. The technique can solve the problem to think of the material in process learning.

The research result has been supported by previous of research that were done by Rizki Tia Maudina that Round Robin technique had been successful to increase students' language skill of components. So, the research means had enriched the students' vocabulary mastery that is any significant different score between before and after using Round Robin technique.

¹ Barkkley, E.F. *Collaborative Learning Techniques*. (San Francisco: Jossey-Bass 2004).p.110

² Spencer, Kagan. *Kagan cooperative learning*. (kagan Pbulishing : 2009).p.10.4

Therefore, in this case, the researcher would like to say that using Round Robin technique is a good technique in motivating students learning English, especially in vocabulary mastery. Therefore, it can be said that there is significant influence of using the Round Robin technique towards students' vocabulary mastery in the first semester at the eighth grade of SMP N 5 Bandar Lampung in the academic year of 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher drew a conclusion as follows: There is a significant influence of Round Robin technique towards students' vocabulary mastery. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher's assumption is true that is to say, Round Robin technique can give a significant influence to improve students' vocabulary mastery.

It can be seen from the scores achieved by those students in which they got higher scores after the researcher gave the treatment by Round Robin as a technique in teaching vocabulary. It could be showed by a mean score of pretest in experimental class was 60.83 and post-test in experimental class was 84.83 and the mean score of pretest in control class was 56.18 and the mean score of posttest in control class was 464.83. It showed that the students' pretest and posttest score in experimental class were higher than students' posttest score in control class.

So, it can be concluded that there was an influence of using Round Robin technique towards students' vocabulary mastery in the first semester of the eighth grade of SMP N 5 Bandar Lampung in the academic year of 2018/2019. It was supported by the activities that students have done in process of conducting the research in three meetings of each class. In experimental class, the students more

active than in control class. It because they feel excited to learn. They felt curious about learning vocabulary using Round Robin technique. The class became more fun and the students did not feel bored anymore.

B. Suggestion

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. For the Teacher

The researcher found out that Round Robin technique could increase students' vocabulary mastery. It can be done by providing stimulators such as the list of questions. It will help the teacher make the students understand faster. It means that using Round Robin technique is suitable for teaching process that can be applied in the eighth grade of SMP N 5 Bandar Lampung to increase their vocabulary. The teacher should gives more guidance and supports to the students to be more active, and let the students do several practices. So that, they could increase their vocabulary.

2. For the Students

Based on the result that was conducted, the researcher suggested; The student should learn harder and seriously to develop their vocabulary. The student had to pay attention and remember the words in the learning process because English lesson needs many vocabularies. The students should practice their English regularly to improve their vocabulary mastery even with their friends or teacher.


3. For the Next Researcher

The researcher applied that Round Robin technique was one of the good technique to increase students' vocabulary mastery. Another researcher can find out the appropriate technique to increase students' vocabulary mastery. The next researcher can use Round Robin technique with another theme because this technique also appropriates with other themes. In this research, the researcher did the research at junior high school. The next researcher can do it with different level.

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 <div>PEMERINTAH KOTA BANDAR LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN SMP NEGERI 5 BANDAR LAMPUNG Jl.Boo No.134 Tanjung Agung Tlp.254072 B.Lampung</div>	 <div>PEMERINTAH KOTA BANDAR LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN SMP NEGERI 5 BANDAR LAMPUNG Jl.Boo No.134 Tanjung Agung Tlp.254072 B.Lampung</div>	 <div>PEMERINTAH KOTA BANDAR LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN SMP NEGERI 5 BANDAR LAMPUNG Jl.Boo No.134 Tanjung Agung Tlp.254072 B.Lampung</div>																																																																																																																																																																																																																																																																																																
<div>DATA SISWA KELAS BARU SMP NEGERI 05 BANDAR LAMPUNG</div> <table><tr><th colspan="3">Kelas : RA</th></tr><tr><th>NO</th><th>NAMA</th><th>SCORE</th></tr><tr><td>1</td><td>ADELIA</td><td>70</td></tr><tr><td>2</td><td>AHMAD AZIZ BRAHMSYAH</td><td>65</td></tr><tr><td>3</td><td>AHMAD ROKI HAMZAH</td><td>65</td></tr><tr><td>4</td><td>AMANDA SALSABILA</td><td>60</td></tr><tr><td>5</td><td>APRILIA KUSUMA JAYA</td><td>45</td></tr><tr><td>6</td><td>AURA NDAH LESTARI</td><td>40</td></tr><tr><td>7</td><td>BERNANDO VAN CARLOS</td><td>35</td></tr><tr><td>8</td><td>BUSTAN EL AFRIN HUSNI</td><td>50</td></tr><tr><td>9</td><td>COCKIE FEBRIANSYAH</td><td>65</td></tr><tr><td>10</td><td>DAMAS GASYED ROKI ABDULAH</td><td>65</td></tr><tr><td>11</td><td>FAJAR ERANSYAH</td><td>65</td></tr><tr><td>12</td><td>GISELA PASARBU</td><td>60</td></tr><tr><td>13</td><td>M RAYHAN DESPIYAN</td><td>45</td></tr><tr><td>14</td><td>M. 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Appendix 2

The Interview for the Teacher

Day/Date : Monday, 12th February 2018
Place : SMP N 5 Banda Lampung
Time : 09.05 a.m
Interviewer : Jenna Maghfira SAP
Interviewee : Mrs. Ayu Siti Hotijah, S.Pd

1. How long have you been teaching English?
2. Can you explain your experience in teaching English, especially in teaching vocabulary?
3. What technique that you used to teaching English Vocabulary?
4. Do you have problems in teaching vocabulary? What are they?
5. Do you ever play games in presenting material related vocabulary?
6. How about the score of students, especially in vocabulary score?

The Result of Interview for English Teacher

The following of interview with the English teacher :

No	Question	Answer	Conclusion
1.	How long have you been teaching English?	I have been teaching English in SMPN 5 Bandar Lampung since 2011	the teacher has been teaching English for 7 years
2.	Can you explain your experience in teaching English, especially in teaching vocabulary?	I think the students' vocabulary is still low. Now, students is very lazy to read or memorize the word and they did not pay attention to the lesson during learning.	The students' vocabulary mastery is low. They do not feel interesting to study English in the class.
3.	What technique that you used to teaching English Vocabulary?	In teaching vocabulary I usually give translation technique for student to memorizing the words.	The teacher does not use an interesting technique in teaching vocabulary.
4.	Do you have problems in teaching vocabulary? What are they?	Yes, I do. Some students be busy in their own. Students feel bored. When I ask them to memorize they feel sleepy sometimes sleep in the class	In learning vocabulary, students feel bored.

5.	Do you use media in presenting material related vocabulary?	The media is text book. I just explain the material, after that students memorize some words from the.	The media that used in the class by the teacher just textbook.
6.	How about the score of students, especially in vocabulary score?	The score of vocabulary student in first semester can you see in the data of score every class, maybe it is from 158 students in the eighth grade only 30% students that past the KKM	The score of students that past the criteria minimum only 30% from 158 students in the eighth grade.

Appendix 3

The Result Interview of the Students

No.	Name of Students	Questions				Conclusion
		Do you like English lesson especially in vocabulary?	What problems do you faced in learning vocabulary?	How about the teaching and learning process in the classroom ?	Do you speak English in the class with your friends?	
1	Deva Ridho Dwi P	No, I do not like. Because English is difficult for me	The pronunciation of words is difficult and I do not understand the meaning	The teacher gives us a paper that consist of vocabulary and then we have to memorize all.	No, I do not speak English with my friends	The student do not like English lesson because of English is difficult for them.
2	Cindy Fransiska	I like English especially in vocaabulary	I confuse about the meaning of words when I look for the meaning in the dictionary and I cannot find it. My teacher do not give me the answer	Sometimes, I feel bored when the teacher just gives me some of words and ask me to memorize it	Sometimes, I say hello with my friends like said good morning, good night,and I Love you	The student feels bored with the techniques that used by the teacher
3	Ramona Pahlawan	I do not like it. English make me confuse	English is difficult and I do not understand the meaning	The teacher gives us many of vocabulary to memorize. Just it.	I cannot speak English	The student vocabulary is low,and she has problem in meaning of words
4	Ayunda Wulandari	I like learning vocabulary but I do not like grammar.	When the teacher explain the material ,I cannot understand. I feel sleepy	The teacher gives us homework to memorize the vocabulary and the meaning	Sometimes I said : how are you? And my friend answer me : I am fine,thanks.	The student feel bored with the teacher's technique in teaching
5	Faozan Aseka	Learning english is difficult so I do not like it	The problems are hard to memorize the	I just memorizing the words	When teacher ask me, I just	The students' vocabulary

			word, to spell and to speak.	every week	answer Yes or No.	mastery is still low
6	Ginanjari Saputra	I like learning English. I think learning vocabulary is fun.	Sometimes, I cannot find the meaning of word	I feel sleepy when the teacher explain the material	Sometimes I say hello, thank you, what did you do? Etc.	The student has problem in the meaning of words



PEMERINTAH KOTA PROVINSI LAMPUNG

DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 5 BANDAR LAMPUNG

Jl. Beo 134 Tanjung Agung Raya Kedamaian Bandar Lampung Telepon 254072

SILABUS SMP/MTs

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Nama Guru : Ayu Siti Hotijah, S.Pd
NIP : -
Kelas / Semester : VIII/ Ganjil
Sekolah : SMP Negeri 5 Bandar Lampung

Appendix 4

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks</p>	<p>Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p> <p><i>Masing-masing diajarkan secara terpisah</i></p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu</p>	<p><i>Masing-masing menggunakan prosedur yang sama</i></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.1Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</p>	<p>dijelaskan tata bahasanya)</p> <p>a. <i>Excuse me. Attention, please. Yes, please. Alright.</i>, dan semacamnya</p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir.</i>, dan semacamnya.</p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you.</i>, dan semacamnya.</p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No.</i>, dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kosa kata: kata sifat sederhana</p> <p>(2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this</i>.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang</p>	<p>(keteladanan).</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. 	<ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek 		<p>DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americaenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnyadalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnyayang telah 	<p>pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnyadan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, denganmemperhatikanfungsi sosial, struktur teks, danunsurkebahasaa</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan</p> <p><i>Masing-masing diajarkan secara terpisah</i></p> <p>Fungsi sosial</p> <p>Menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.</p> <p>Struktur teks</p> <p>a. <i>Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast., dan semacamnya.</i></p> <p>b. <i>I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train., dan semacamnya</i></p>	<p><i>Masing-masing menggunakan prosedur yang sama</i></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya, dalam bahasa Inggris. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauanmelakukan suatu tindakanserta responnya, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a)</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti:

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
n yang benardansesuai konteks	<p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kata kerja bantu modal: <i>can, will</i>. (2) Kosakata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi, (5) Ejaan dan tanda baca (6) Tulisan tangan <p>Topik</p> <p>Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya. 	<p>kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. 		<ul style="list-style-type: none"> - www.dailyenglish.com - http://americaenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris 	<ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p>		

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		<p>setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna</p>	<p>Teks tulis (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana</p> <p><i>Masing-masing diajarkan secara terpisah</i></p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur text</p>	<p><i>Masing-masing menggunakan prosedur yang sama</i></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mencari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dari berbagai sumber termasuk internet, 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) • Tingkat kelengkapan dan keruntutan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>a. Menyebutkan tujuan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>b. Menyebutkan informasi rinci dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>Unsur kebahasaan</p> <p>(1) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.</p> <p>Multimedia:</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). Siswa membaca secara lebih cermat semua (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan 	<p>kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami dan menghasilkan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa 		<ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat lebih banyak (a) 	<p>dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk kemudahan dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dibuat. • Kumpulan hasil analisis tentang beberapa berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			

1. What is it ?



- a. It's pens c. It's eraser
b. It's books d. It's a school bag

2. She is going to school by... everyday.

- a. Plane c. Bus
b. Train d. Animal

3. ...is the place to study of our school.

- a. Canteen c. Classroom
b. Field d. Bathroom

4. The ceremony of the students and all of the teachers are in

- a. Canteen c. Classroom
b. Field d. Bathroom

5. The students writes material in the...

- a. Table c. Cupboard
b. Textbook d. Board

6. If we want to go to school what should we wear?

- a. Uniform c. gown
b. T-shirt d. pajama

7. What is he doing...



- a. Teaching c. writing
b. Playing d. working

8. After we back from school we have...

- a. Lunch c. dinner
b. Breakfast d. sleep

9. We must...hard to get good marks

- a. Study c. jump
b. Play d. watch

10. What is the function of the globe in your classroom...

- a. To see the part of the world
b. To listen the world
c. To show the specific time
d. To explain the beautiful place

11. What is it?



- a. it is an earth
b. it is the moon
c. it is the sun
d. it is a globe

12. We must Our school things so we can find them easily.

- a. Buy c. save
b. Prepare d. take

13. What is it?



- a. Volley ball c. ball
b. basket ball d. tennis ball

14. Chris John is an athlete of ...

- a. Badminton c. boxing
b. Soccer d. Volley ball

15. Lionel Messi is an athlete of ...

- a. Badminton c. boxing
b. Soccer d. Volley ball

16. Oscar and Fikri bring rackets and shuttlecock. They want to play...

- a. Tennis table c. marble
b. Badminton d. football

17. If we want to play badminton we must have...

- a. Marble c. racket
b. Ball d. basket

18. If we want to play volley we must go to...

- a. Field c. school
b. Market d. mall

19. What is she doing?



- a. Playing golf
b. Playing ball
c. Playing softball
d. Playing computer

20. What is she doing?



- a. Playing golf
- b. Playing ball
- c. Playing softball
- d. Playing stick

21. He always Once in a week.



- a. Studying
- b. Playing
- c. travelling
- d. watching

22. She is In the swimming pool.

- a. Swimming
- b. Drinking
- c. riding
- d. diving

23. He prefer....his bike than his car.

- a. Swimming
- b. Drinking
- c. riding
- d. diving

24. My father ... some fish in the pond.

- a. Fishing
- b. Counting
- c. watching
- d. buying

25. We will find it in the....



- a. Bus station
- b. Police station
- c. Circuit
- d. Railway station

26. We will find this in the....



- a. Go
- b. Do
- c. drive
- d. dive

34. My father.... The bus at the bus station.

- a. Play
- b. Drive
- c. back
- d. wait

27. The fisherman use the... over the sea.

- a. Boat
- b. Float
- c. car
- d. bike

28. What is it?



- a. Boat
- b. Float
- c. car
- d. bike

29. A ... is flying in the sky.

- a. Train
- b. Plane
- c. car
- d. motorcycle

30. We will find the train at the...

- a. Bus station
- b. Police station
- c. airport
- d. railway station

31. We will find the ship at the...

- a. Bus station
- b. Harbor
- c. Airport
- d. Railway station

32. How many vehicles in the street...

- a. Six
- b. Two
- c. eleven
- d. one

33. I...to Bandung by plane.

**VOCABULARY TEST
(PRE-TEST)**

Direction : Choose the correct answer from the option a, b, c, or d!

80

1. What is it?



- a. It's pens c. It's eraser
b. It's books d. It's a school bag

2. If we want to go to school what should we wear?

- a. Uniform c. gown
b. T-shirt d. pajama

3. She is going to school by... everyday.

- a. Plane c. Bus
b. Train d. Animal

4. ...is the place to have lunch of our school.

- a. Canteen c. Classroom
b. Field d. Bathroom

5. The ceremony of the students and all of the teachers are in

- a. Canteen c. Classroom
b. Field d. Bathroom

6. The Teacher writes material in the...

- a. Table c. Cupboard
b. Chair d. Board

7. What is he doing...



- a. Teaching c. writing
b. Playing d. dancing

8. Before we go to school we have...

- a. Lunch c. dinner
b. Breakfast d. sleep

9. We must...hard to get good marks

- a. Study c. jump
b. Play d. watch

10. What is the function of this globe in your classroom...

- a. To see the part of the world
b. To listen the world
c. To show the specific time
d. To explain the beautiful place

11. What is it?



- a. it is an earth
b. it is the moon
c. it is the sun
d. it is a globe

12. We must Our school things before we will go.

- a. Buy c. sell
b. Prepare d. take

13. What is it?



- a. Volley ball c. ball
b. basket ball d. tennis ball

14. Oscar and Fikri bring rackets and shuttlecock. They want to play...

- a. Tennis table c. marble
b. Badminton d. football

15. Chris John is an athlete of ...

- a. Badminton c. boxing
b. Soccer d. Volley ball

16. Lionel Messi is an athlete of ...

- a. Badminton c. boxing
b. Soccer d. Volley ball

17. If we want to play marble we must have...

- a. Marble c. racket
b. Ball d. basket

18. If we want to play golf we must go to...

- a. Field c. school
b. Market d. mall

19. What is she doing?



- a. Playing golf c. playing softball
b. Playing ball d. playing stick

20. What is she doing?



- a. Playing golf c. playing softball
b. Playing ball d. playing stick

21. He always Once in a week.



- a. Snopping c. travelling
b. Playing d. watching

22. She is In the swimming pool.

- a. Swimming c. riding
b. Drinking d. diving

23. He prefer....his bike than his car.

- a. Swimming c. riding
b. Drinking d. diving

24. My father ... some fish in the pond.

- a. Fishing c. watching
b. Counting d. buying

25. We will find this in the....



- a. Bus station
b. Police station
c. airport
d. railway station

26. We will find this in the....



- a. Bus station c. airport
b. Police station d. railway station

27. The fisherman use the... over the sea.

- a. Boat c. car
b. Float d. bike

28. What is it?



- a. Boat c. car
b. Float d. bike

29. A ... is flying in the sky.

- a. Train c. car
b. Plane d. motorcycle

30. We will find the train at the...

- a. Bus station
b. Police station
c. airport
d. railway station

31. We will find the ship at the...

- a. Bus station
b. Harbor
c. airport
d. railway station

32. How many vehicles in the street...

- a. Six c. eleven
b. Two d. one

33. I...to Bandung by plane.

- a. Go c. drive
b. Do d. dive

34. My father.... The bus at the bus station.

- a. Play c. back

- b. Drive d. wait

35. The airplane... so high.

- a. Fly c. try
b. Play d. dry

REKAP ANALISIS BUTIR

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Rata2= 19.38

Simpang Baku= 5.21

KorelasiXY= 0.91

Reliabilitas Tes= 0.95

Butir Soal= 35

Jumlah Subyek= 29

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	0.00 Sangat Mudah	NAN		NAN
2	2	-12.50 Sedang	-0.408 -		
3	3	75.00 Sedang	0.622		Sangat Signifikan
4	4	87.50 Sedang	0.691		Sangat Signifikan
5	5	37.50 Sedang	0.334		Signifikan
6	6	0.00 Sangat Mudah	NAN		NAN
7	7	0.00 Sangat Mudah	NAN		NAN
8	8	87.50 Sedang	0.691		Sangat Signifikan
9	9	37.50 Sukar	0.261 -		
10	10	0.00 Sangat Sukar	NAN		NAN
11	11	87.50 Sedang	0.513		Sangat Signifikan
12	12	0.00 Sangat Sukar	NAN		NAN
13	13	0.00 Sangat Sukar	NAN		NAN
14	14	50.00 Sukar	0.465		Sangat Signifikan
15	15	12.50 Sangat Mudah	0.014 -		
16	16	0.00 Sangat Mudah	NAN		NAN
17	17	-25.00 Sukar	-0.010 -		
18	18	12.50 Sedang	0.428		Sangat Signifikan
19	19	12.50 Sangat Mudah	0.051 -		
20	20	62.50 Mudah	0.570		Sangat Signifikan
21	21	0.00 Sangat Sukar	NAN		NAN
22	22	62.50 Mudah	0.889		Sangat Signifikan
23	23	62.50 Mudah	0.889		Sangat Signifikan
24	24	-12.50 Sukar	0.090 -		
25	25	62.50 Mudah	0.889		Sangat Signifikan
26	26	12.50 Sangat Mudah	0.383		Signifikan
27	27	12.50 Sedang	0.379		Signifikan
28	28	0.00 Sangat Mudah	0.091 -		
29	29	62.50 Mudah	0.786		Sangat Signifikan
30	30	75.00 Sedang	0.610		Sangat Signifikan
31	31	75.00 Sedang	0.589		Sangat Signifikan
32	32	50.00 Sangat Sukar	0.400		Sangat Signifikan
33	33	87.50 Sedang	0.691		Sangat Signifikan
34	34	50.00 Sangat Sukar	0.400		Sangat Signifikan
35	35	87.50 Sedang	0.691		Sangat Signifikan

REKAP ANALISIS BUTIR

=====

Rata2= 22.17

Simpang Baku= 4.29

KorelasiXY= 0.81

Reliabilitas Tes= 0.89





Butir Soal= 35

Jumlah Subyek= 29

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	12.50	Sangat Mudah	0.322	Signifikan
2	2	87.50	Sukar	0.799	Sangat Signifikan
3	3	62.50	Mudah	0.647	Sangat Signifikan
4	4	12.50	Sangat Sukar	0.441	Sangat Signifikan
5	5	75.00	Mudah	0.567	Sangat Signifikan
6	6	87.50	Sukar	0.799	Sangat Signifikan
7	7	12.50	Sangat Sukar	0.441	Sangat Signifikan
8	8	-12.50	Sedang	-0.065	-
9	9	62.50	Mudah	0.647	Sangat Signifikan
10	10	12.50	Sangat Sukar	0.441	Sangat Signifikan
11	11	12.50	Sangat Mudah	0.367	Signifikan
12	12	50.00	Mudah	0.405	Sangat Signifikan
13	13	0.00	Sangat Mudah	NAN	NAN
14	14	0.00	Sangat Mudah	NAN	NAN
15	15	0.00	Sangat Mudah	NAN	NAN
16	16	0.00	Sangat Mudah	NAN	NAN
17	17	62.50	Mudah	0.647	Sangat Signifikan
18	18	87.50	Sukar	0.799	Sangat Signifikan
19	19	0.00	Sangat Mudah	NAN	NAN
20	20	37.50	Sedang	0.318	Signifikan
21	21	0.00	Sangat Mudah	NAN	NAN
22	22	0.00	Sangat Mudah	NAN	NAN
23	23	0.00	Sangat Mudah	NAN	NAN
24	24	12.50	Sangat Sukar	0.441	Sangat Signifikan
25	25	-12.50	Sangat Mudah	-0.441	-
26	26	12.50	Sangat Mudah	0.367	Signifikan
27	27	62.50	Mudah	0.647	Sangat Signifikan
28	28	0.00	Sangat Mudah	NAN	NAN
29	29	0.00	Sangat Mudah	NAN	NAN
30	30	87.50	Sukar	0.726	Sangat Signifikan
31	31	100.00	Sedang	0.875	Sangat Signifikan
32	32	25.00	Sangat Sukar	0.506	Sangat Signifikan
33	33	25.00	Sangat Sukar	0.506	Sangat Signifikan
34	34	0.00	Sangat Sukar	0.174	-
35	35	37.50	Sedang	0.321	Signifikan

VOCABULARY TEST (PRE-TEST)

Direction : Choose the correct answer from the option a, b, c, or d!

1. She is going to school by... everyday.
a. Plane c. Bus
b. Train d. Animal
2. ...is the place to have lunch of our school.
a. Canteen c. Classroom
b. Field d. Bathroom
3. The ceremony of the students and all of the teachers are in
a. Canteen c. Classroom
b. Field d. Bathroom
4. Before we go to school we have...
a. Lunch c. dinner
b. Breakfast d. sleep
5. What is it?

a. it is an earth
b. it is the moon
c. it is the sun
d. it is a globe
6. Oscar and Fikri bring rackets and shuttlecock. They want to play...
a. Tennis table c. marble
b. Badminton d. football
7. If we want to play golf we must go to...
a. Field c. school
b. Market d. mall
8. What is she doing?

a. Playing golf c. playing softball
b. Playing ball d. playing stick
9. She is In the swimming pool.
a. Swimming c. riding
b. Drinking d. diving
10. He prefer...his bike than his car.
a. Swimming c. riding
b. Drinking d. diving
11. We will find this in the....

a. Bus station
b. Police station
c. airport
d. railway station
12. We will find this in the....

a. Bus station c. airport
b. Police station d. railway station
13. The fisherman use the... over the sea.
a. Boat c. car
b. Float d. bike
14. A ... is flying in the sky.
a. Train c. car
b. Plane d. motorcycle
15. We will find the train at the...
a. Bus station
b. Police station
c. airport
d. railway station
16. We will find the ship at the...
a. Bus station
b. Harbor
c. airport
d. railway station
17. How many vehicles in the street...
a. Six c. eleven
b. Two d. one
18. I...to Bandung by plane.
a. Go c. drive
b. Do d. dive
19. My father.... The bus at the bus station.
a. Play c. back
b. Drive d. wait
20. The airplane... so high.
a. Fly c. try
b. Play d. dry

VOCABULARY TEST (POST-TEST)

Direction : Choose the correct answer from the option a, b, c, or d!

1. What is it ?



- a. It's pens c. It's eraser
b. It's books d. It's a school bag

2. She is going to school by... everyday.

- a. Plane c. Bus
b. Train d. Animal

3. ...is the place to study of our school.

- a. Canteen c. Classroom
b. Field d. Bathroom

4. The ceremony of the students and all of the teachers are in

- a. Canteen c. Classroom
b. Field d. Bathroom

5. The students writes material in the...

- a. Table c. Cupboard
b. Textbook d. Board

6. If we want to go to school what should we wear?

- a. Uniform c. gown
b. T-shirt d. pajama

7. What is he doing...



- a. Teaching c. writing
b. Playing d. working

8. We must...hard to get good marks

- a. Study c. jump
b. Play d. watch

9. What is the function of the globe in your classroom...

- a. To see the part of the world
b. To listen the world
c. To show the specific time
d. To explain the beautiful place

10. What is it?



- a. it is an earth c. it is the sun
b. it is the moon d. it is a globe

11. We must Our school things so we can find them easily.

- a. Buy c. save
b. Prepare d. take

12. If we want to play badminton we must have...

- a. Marble c. racket
b. Ball d. basket

13. If we want to play volley we must go to...

- a. Field c. school
b. Market d. mall

14. What is she doing?



- a. Playing golf
b. Playing ball
c. Playing softball
d. Playing stick

15. My father ... some fish in the pond.

- a. Fishing c. watching
b. Counting d. buying

16. We will find this in the....



- a. Bus station
b. Police station
c. Airport
d. Railway station

17. The fisherman use the... over the sea.

- a. Boat c. car
b. Float d. bike

18. We will find the train at the...

- a. Bus station c. airport
b. Police station d. railway station

19. We will find the ship at the...

- a. Bus station c. Airport
b. Harbor d. Railway station

20. How many vehicles in the street...

- a. Six c. eleven
b. Two d. one

Key Answer pre-test 1- 20

1. C
2. A
3. B
4. B
5. D
6. B
7. A
8. C
9. A
10. C
11. C
12. A
13. A
14. B
15. D
16. B
17. A
18. A
19. D
20. A

Key Answer pre-test 1- 20

11. D
12. C
13. C
14. B
15. B
16. A
17. D
18. A
19. A
20. C
21. C
22. C
23. A
24. D
25. A
26. C
27. A
28. D
29. B
30. A

Appendix 9

**STUDENTS' PRE-TEST AND POST-TEST RESULT OF
EXPERIMENTAL CLASS (VIII G)**

EXPERIMENTAL CLASS 8G				
NO	NAMA	POST TEST	PRE-TEST	GAIN
1	ALPITO FITRANOV	95	70	25
2	AMELDA RIZEKY	95	75	20
3	ANDINI AYU RAMADHANI	80	55	25
4	AULIA ADZANI	80	55	25
5	CHANDRA WISNU ARYANTO	60	50	10
6	CHRISTINE LAURENSIA SORMIN	90	70	20
7	DINDA APRILYANTI	65	65	0
8	DINO ARMANDO MAULANA	90	70	20
9	GHINA DWI APRILIA	75	60	15
10	ILHAM APRIZAL	90	70	20
11	IRFAN MIFTAHUL JALIL	75	70	5
12	JUNI ARDHY SUPRASETYO	95	65	30
13	KARINA JINAN FARAH	85	65	20
14	KEOZHI RAMAJA GANDI	65	45	20
15	LISNAWATI	70	50	20
16	M. FARIS ARRAHMAN	100	70	30
17	M.NUGRAHA	75	45	30
18	MELI ANGGRAINI	95	55	40
19	MUHAMAD SATRIADI	95	60	35
20	MUHAMMAD BAYU SAPUTRA	95	45	50
21	NABILA RAMADHANI PUTRI	90	50	40
22	NADISATUN NUHA	90	70	20
23	NICHOLAS SYAHPUTRA HUTAHAEAN	85	60	25
24	NOVAL HAKIM	85	60	25
25	NOVERTA DAMA	70	40	30
26	NOVIA SAFITRI	85	60	25
27	RYAN SAPUTRA	100	65	35
28	SELPIANA	75	65	10
29	SYABILLA PUTRI GRAINKI	100	75	25
30	YULI WAHUSTIA	95	70	20
JUMLAH TOTAL		2545	1825	715
MEDIAN		87.5	62.5	
HIGHEST SCORE		100	75	
LOWEST SCORE		60	40	
RATA RATA (MEAN)		84.8333333	60.83333	
STANDARD DEVIATION		11.4833713	9.833382	
VARIAN		131.867816	96.6954	

Appendix 10

**STUDENTS' PRE-TEST AND POST-TEST RESULT OF
CONTROL CLASS (VIII F)**

NO	NAMA	POST TEST	PRE- TEST	GAIN
1	ALYA KESUMA DEWI	60	50	10
2	AMANDA AULIA PUTRI	75	75	0
3	ARDHIA NAREEN CAHYA SANDRINA	80	55	25
4	BIMA SETIAWAN	70	65	5
5	CHANDRA GALANK	65	50	5
6	CHIKO RENALDI SAPUTRA	70	40	30
7	DAMAR GALIH RAMADHAN P	80	45	35
8	DENI SAPUTRA	75	60	15
9	DESTI AMALIA	65	65	0
10	DEVANS RAGIL LIANO	70	50	20
11	DIMAS PRASETYO	80	70	10
12	DITA SAFITRI	85	80	5
13	FADHLAN SATRIA AHMAD	45	60	15
14	FADILLAH ADAWIYAH	40	40	0
15	FADLI AFFANDI	70	65	5
16	GHANIA NADAA AYESHA	80	70	10
17	HUSNUL KHOTIMAH	55	45	10
18	KANIA DWI ADLIANA	55	40	25
19	KURNIA ADAM	55	50	5
20	M. ARIS	70	75	-5
21	M. RAFLI CASKA	65	50	-15
22	MUHAMAD FAIZA AMARTA	55	50	-5
23	MUHAMMAD FAISHAL PUTRA LAKSONO	70	60	10
24	MUTIARA NUR AZIZAH	35	50	-15
25	NURUL AINI	65	60	5
26	PRAYOGA UTAMA PUTRA	45	35	10
27	SEFIYANI	80	75	5
28	SIFA TIARA DESMAYANTI	45	35	10
29	SUCI NOVITA WULANDARI	60	65	5
30	VONI DWI WAHYU LESTARI	80	55	25
JUMLAH TOTAL		1885	1685	260
MEDIAN		67.5	55	
HIGHEST SCORE		70	75	
LOWEST SCORE		50	35	
RATA RATA (MEAN)		64.83333333	56.16667	
STANDARD DEVIATION		13.48583761	12.57278	
VARIAN		181.8678161	158.0747	

Experimental Class**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: SMP Negeri 5 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Vocabulary
Tema	: Teks lisan dan tulis mengecek pemahaman (school things)
Kelas/Semester	: VIII / Ganjil
Pertemuan ke	: 1
Alokasi Waktu	: 2 x 35 menit

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR**1. KOMPETENSI DASAR**

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaanya

4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

B. Indikator

1. Mampu mengidentifikasi kosakata terkait noun sesuai dengan konteks.
2. Mampu menyebutkan fungsi sosial dari kosakata yang telah dipelajari
3. Mampu mengidentifikasi kosa kata yang terkait.

C. Tujuan Pembelajaran

1. Melalui technique siswa mampu mengidentifikasi kosakata terkait dengan noun sesuai dengan konteks.
2. Melalui technique siswa mampu menyebutkan fungsi sosial dari kosa kata terkait.
3. Melalui technique siswa mampu memahami penggunaan kosa kata terutama kata benda (noun) dalam kehidupan sehari-hari.

D. Materi Pembelajaran

1. Fungsi Sosial

Mempelajari berbagai macam kosa kata untuk menambah pengetahuan tentang kosakata bahasa Inggris khususnya pada kata benda (noun) sesuai dengan materi yang dipelajari.

2. Unsur Kebahasaan

Ucapan, tekanan kata, intonasi, ketika melafalkan kata secara lisan Penulisan secara benar dan rapi.

Fill in each blank with suitable word in the box!



Shelf	Student	Study	Question
Subject	Dictionary	Teach	Chalk
Library	Book	Ask	Canteen
Class-room	Board	Write	Play
Play ground	Uniform	Speak	Breakfast
Pencil	School bag	Read	Lunch
Desk	Shoes	Count	Go
Teacher	Pen	Answer	Clock

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The Teacher.... The questions of the students quickly. 2. The students wear.... Everyday they goes to school. 3. Don't forget to bring.... So you can translate each word 4. Study at their classroom 5. We use..... and we can erase it. 6. We can save our school things in the... 7. Clean your...! So you can study well 8. What is the school thing which has similar to chair/table... 9. English.... Is my favorite subject of this school. 10. The people whom explain material is called... 11. The students To the teacher some questions. 12. We shouldn't.... in the learning subject. 13. What is the school thing which used us to write something... 14. What is the school thing which used wear in our feet.... 15. The teachermaterials on the board. | <ol style="list-style-type: none"> 16. The teacher write materials on the.... 17. We must.... Money well 18. The place at school which can eat something.... 19. We should be brave to.... In front of the class. 20. We should ... the textbook well. 21. The place at school which can find some books... 22. The teacher write in the board by.... 23. We must... to school everyday 24. We must Hard to get good marks. 25. Save your So you can find them easily 26. The students goes to school at 7 In the morning 27. After we go back to school we will... 28. Before we go back to school we will... 29. Don't waste your time just only to..... in the field 30. The things which can use to put our school things.... |
|--|---|

E. Metode Pembelajaran

- Pendekatan : Scientific Approach

- Metode Pembelajaran : Audio Lingual Method
- Technique Pembelajaran : Round Robin technique

F. Media, Alat, dan Sumber Pembelajaran:

- Media : kertas berisi table kosa kata , buku bahasa inggris when English rings a bell kelas 8

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 Menit)

- a. Salam
- b. Doa
- c. Mengecek Kehadiran Siswa
- d. Memberikan Brainstroaming
- e. Menyampaikan tujuan dari materi/topik

2. Kegiatan Inti (60 Menit)

Inti	Kegiatan Siswa	Kegiatan Guru
Mengumpulkan Informasi	Bersama-sama dengan guru mencari informasi tentang topik/tema materi yang dipelajari	Melibatkan siswa mencari informasi yang luas dan dalam tentang topik/tema materi yang dipelajari
	Siswa diberikan ringkasan atau beberapa kosakata penting	Guru memberikan kosakata berbentuk paper kepada siswa
Mengasosiasi	Siswa mempelajari kosakata yang tersedia	Guru menjelaskan kepada siswa
	Siswa diberikan arahan dan penjelasan untuk memulai Round Robin technique	Guru menjelaskan prosedur technique
	Siswa akan membentuk	Guru membagi siswa

Mengkomunikasikan	kelompok	menjadi beberapa kelompok yang terdiri atas 4-6 siswa.
	Siswa memulai Round Robin technique.	Guru mengarahkan siswa untuk tetap tertib
	Peraturan pertama yang dilakukan siswa adalah berhitung 1- 6 untuk menentukan anggota kelompok	Guru bertindak sebagai pengatur hitungan dalam teknik
	Setelah itu masing-masing kelompok memulai membagi peran menjadi 4 atau 5 bagian tiap kelompok	Guru membagi siswa kedalam beberapa peran sebagai recorder, reader, referee, materials getter, and question master.
	Setiap anggota kelompok mulai mengungkapkan pendapat tentang vocabulary packet terkait	Guru membagikan vocabulary packet dan meminta siswa menganalisa setiap vocabulary packet
	Salah satu anggota kelompok mengemukakan dan menjawab pemecahan solusi tiap kelompok. Tiap anggota kelompok melakukan tugasnya	Guru memberikan petunjuk tentang kosakata yang terpilih. Dan membahas penjelasan mengenai kosa kata melalui kamus Merriam webster

	Kegiatan dilakukan berulang-ulang hingga batas waktu yang ditentukan	Guru mengawasi setiap kelompok satu persatu dan memanggil perekam untuk membagi hasil diskusi
--	--	---

3. Kegiatan Akhir (5 menit)

- a. Menyimpulkan materi yang telah dipelajari
- b. Doa
- c. Menutup kelas

H. Penilaian

- a. Instrumen : Terlampir 1
- b. Pedoman Penilaian: Jumlah skor maksimal keseluruhan=100

Bandar Lampung, 6 Agustus 2018

Guru Mata Pelajaran

Mahasiswa Peneliti

Bahasa Inggris

AYU SITI HOTIJAH, S.PD
NIP.

JENNA MAGHFIRA SAP
NPM. 1411040277

Mengetahui
Kepala SMP N 5 Bandar Lampung

HJ. ELLY YANTI, S.PD.M.MPD
NIP. 196301419844122001

INSTRUMENT PENILAIAN

1. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP PERCAYA DIRI

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No	Nama Siswa	Aspek Pengamatan					Jumlah	Ket
		1	2	3	4	5		
1								

Keterangan Aspek Pengamatan :

1. Berani presentasi didepan kelas
2. Berani berpendapat, bertanya, atau menjawab pertanyaan
3. Berpendapat atau melakukan kegiatan tanpa ragu-ragu
4. Mampu membuat keputusan dengan cepat
5. Tidak mudah putus asa / pantang menyerah

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

Skor perolehan

Nilai = _____ X 100

Skor Maksimal

Kriteria Nilai

A =	80 – 100:	Baik Sekali
B =	70 – 79 :	Baik
C =	60 – 69 :	Cukup
D =	<60 :	Kurang

Experimental Class**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: SMP Negeri 5 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Vocabulary
Tema	: Menyatakan dan menanyakan kemampuan (sports)
Kelas/Semester	: VIII / Ganjil
Pertemuan ke	: 2
Alokasi Waktu	: 2 x 35 menit

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR**1. KOMPETENSI DASAR**

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaanya

4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

B. Indikator

1. Mampu mengidentifikasi kosakata terkait noun sesuai dengan konteks.
2. Mampu menyebutkan fungsi sosial dari kosakata yang telah dipelajari
3. Mampu mengidentifikasi kosa kata yang terkait.

C. Tujuan Pembelajaran

1. Melalui technique siswa mampu mengidentifikasi kosakata terkait dengan noun sesuai dengan konteks.
2. Melalui technique siswa mampu menyebutkan fungsi sosial dari kosa kata terkait.
3. Melalui technique siswa mampu memahami penggunaan kosa kata terutama kata benda (noun) dalam kehidupan sehari-hari.

D. Materi Pembelajaran

1. Fungsi Sosial

Mempelajari berbagai macam kosa kata untuk menambah pengetahuan tentang kosakata bahasa Inggris khususnya pada kata benda (noun) sesuai dengan materi yang dipelajari.

2. Unsur Kebahasaan

Ucapan, tekanan kata, intonasi, ketika melafalkan kata secara lisan Penulisan secara benar dan rapi.

Fill in each blank with suitable word in the box!



Winner	Boxing	Supporter	Ball
Hockey	Swim	Golf	Cock
Volley	Marathon	Rackets	Billiard
Field	Track	Player	Score
Runner	Play	Rides	Diving
Team	Badminton	Basket ball	Lose
Athlete	Run	Marble	Football
Stadium	Kick	Soft ball	Stick

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The foot ball player play in the.... 2. Every... always support their team mates. 3. We need a To play golf. 4. The foot ball player... the ball well. 5. We should have a.... to play badminton. 6. Anti ... the horse in the farm. 7. The Of the competition is the best player. 8. The runner ... very fast. 9. An usually has a health life. 10. We must build solidarity in our... 11. We must learn to get good.... 12. You should try to Raja ampat. 13. The athlete ... his feet because the accident 14. We knows dribble in sport 15. The children play.... In the field. | <ol style="list-style-type: none"> 16. Susi susanti is an athlete of... 17. Runs very fast 18. We must clean the So we can play in there 19. ... is the favorite sport of men. 20. We need ...to play softball 21. The..... is easy to play with some strategy. 22. The... is very difficult. 23. Don't.... too much. It prefer you learn. 24. The runner ... in the 10km. 25. We will In the swimming pool. 26. My father likes play... every Sunday 27. Chriss john is an athlete of... 28. Take the... and lets play together! 29. The first.... Is the winner of the competition. 30. The... use the net in the middle of each players. |
|--|---|

E. Metode Pembelajaran

- Pendekatan : Scientific Approach
- Metode Pembelajaran : Audio Lingual Method
- Technique Pembelajaran : Round Robin technique

F. Media, Alat, dan Sumber Pembelajaran:

- Media : kertas berisi table kosa kata , buku bahasa inggris when English rings a bell kelas 8

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 Menit)

- a. Salam
- b. Doa
- c. Mengecek Kehadiran Siswa
- d. Memberikan Brainstroaming
- e. Menyampaikan tujuan dari materi/topik

2. Kegiatan Inti (60 Menit)

Inti	Kegiatan Siswa	Kegiatan Guru
Mengumpulkan Informasi	Bersama-sama dengan guru mencari informasi tentang topik/tema materi yang dipelajari	Melibatkan siswa mencari informasi yang luas dan dalam tentang topik/tema materi yang dipelajari
	Siswa diberikan ringkasan atau beberapa kosakata penting	Guru memberikan kosakata berbentuk paper kepada siswa
Mengasosiasi	Siswa mempelajari kosakata yang tersedia	Guru menjelaskan kepada siswa
	Siswa diberikan arahan dan penjelasan untuk memulai Round Robin technique	Guru menjelaskan prosedur technique
	Siswa akan membentuk kelompok	Guru membagi siswa menjadi beberapa kelompok yang terdiri

		atas 4-6 siswa.
	Siswa memulai Round Robin technique.	Guru mengarahkan siswa untuk tetap tertib
Mengkomunikasikan	Peraturan pertama yang dilakukan siswa adalah berhitung 1- 6 untuk menentukan anggota kelompok	Guru bertindak sebagai pengatur hitungan dalam teknik
	Setelah itu masing-masing kelompok memulai membagi peran menjadi 4 atau 5 bagian tiap kelompok	Guru membagi siswa kedalam beberapa peran sebagai recorder, reader, referee, materials getter, and question master.
	Setiap anggota kelompok mulai mengungkapkan pendapat tentang vocabulary packet terkait	Guru membagikan vocabulary packet dan meminta siswa menganalisa setiap vocabulary packet
	Salah satu anggota kelompok mengemukakan dan menjawab pemecahan solusi tiap kelompok. Tiap anggota kelompok melakukan tugasnya	Guru memberikan petunjuk tentang kosakata yang terpilih. Dan membahas penjelasan mengenai kosa kata melalui kamus Merriam webster
	Kegiatan dilakukan berulang-ulang hingga	Guru mengawasi setiap kelompok satu persatu

	batas waktu yang di tentukan	dan memanggil perekam untuk membagi hasil diskusi
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3. Kegiatan Akhir (5 menit)

- a. Menyimpulkan materi yang telah dipelajari
- b. Doa
- c. Menutup kelas

H. Penilaian

- a. Instrumen : Terlampir 1
- b. Pedoman Penilaian: Jumlah skor maksimal keseluruhan=100

Bandar Lampung, 6 Agustus 2018

Guru Mata Pelajaran

Mahasiswa Peneliti

Bahasa Inggris

AYU SITI HOTIJAH, S.PD
NIP.

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Mengetahui
Kepala SMP N 5 Bandar Lampung

HJ. ELLY YANTI, S.PD.M.MPD
NIP. 196301419844122001

INSTRUMENT PENILAIAN

1. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP PERCAYA DIRI

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No	Nama Siswa	Aspek Pengamatan					Jumlah	Ket
		1	2	3	4	5		
1								

Keterangan Aspek Pengamatan :

1. Berani presentasi didepan kelas
2. Berani berpendapat, bertanya, atau menjawab pertanyaan
3. Berpendapat atau melakukan kegiatan tanpa ragu-ragu
4. Mampu membuat keputusan dengan cepat
5. Tidak mudah putus asa / pantang menyerah

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

Skor perolehan

Nilai = _____ X 100

Skor Maksimal

Kriteria Nilai

A =	80 – 100:	Baik Sekali
B =	70 – 79 :	Baik
C =	60 – 69 :	Cukup
D =	<60 :	Kurang

Experimental Class**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: SMP Negeri 5 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Vocabulary
Tema	: Teks tulis undangan pribadi (transportation)
Kelas/Semester	: VIII / Ganjil
Pertemuan ke	: 3
Alokasi Waktu	: 2 x 35 menit

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR**1. KOMPETENSI DASAR**

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaanya

4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

B. Indikator

1. Mampu mengidentifikasi kosakata terkait noun sesuai dengan konteks.
2. Mampu menyebutkan fungsi sosial dari kosakata yang telah dipelajari
3. Mampu mengidentifikasi kosa kata yang terkait.

C. Tujuan Pembelajaran

1. Melalui technique siswa mampu mengidentifikasi kosakata terkait dengan noun sesuai dengan konteks.
2. Melalui technique siswa mampu menyebutkan fungsi sosial dari kosa kata terkait.
3. Melalui technique siswa mampu memahami penggunaan kosa kata terutama kata benda (noun) dalam kehidupan sehari-hari.

D. Materi Pembelajaran

1. Fungsi Sosial

Mempelajari berbagai macam kosa kata untuk menambah pengetahuan tentang kosakata bahasa Inggris khususnya pada kata benda (noun) sesuai dengan materi yang dipelajari.

2. Unsur Kebahasaan

Ucapan, tekanan kata, intonasi, ketika melafalkan kata secara lisan Penulisan secara benar dan rapi.

Fill in each blank with suitable word in the box!



Bus	Airport	Harbor	Take
Train	Taxi	Street	Passenger
Motor bike	Van	Rail Away Station	Far
Bicycle	Scooter	Land	Public
Truck	Drive	Catch	Private
Car	Ride	Wait	Place
Ship	Arrive	Plane	Station
Sea	Go	Fly	Pedicab

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. We will find the train at the.... 2. We will find the ship at the.... 3. We will find the plane at the.... 4. I always go to school by school... 5. The plane is... so high. 6. Theis in the airport. 7. We should use the... over the sea. 8. My father....the bus at the bus station. 9. My friend and I ... at bandung at 7 o'clock. 10. We... to some place by using transportation. 11. The shark lives in the ... 12. I ... the motorbike to go to my friend's house. 13. The plane is... on time. 14. There are so many vehicles on the... 15. We can find police... near from here. | <ol style="list-style-type: none"> 16.is one of transportation in Indonesian 17. The rich man usually use Car. 18. I prefer use the...transportation than private 19. My friend's house is... away from station. 20. My father gives me the... to my daily activity 21. The...is only has any passenger 22. But the plane is so many.... 23. ...me to the place with this car! 24. We will... to Bali soon 25. Lina....her car very fast. 26. The Will make us health if we used it routine! 27. We will find the..... in the rail away station 28. He canthe bus quickly. 29. The...is too fast and the driver gets the accident. 30. The transportation is similar to truck.... |
|---|--|

E. Metode Pembelajaran

- Pendekatan : Scientific Approach
- Metode Pembelajaran : Audio Lingual Method
- Technique Pembelajaran : Round Robin technique

F. Media, Alat, dan Sumber Pembelajaran:

- Media : kertas berisi table kosa kata , buku bahasa inggris when English rings a bell kelas 8

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 Menit)

- a. Salam
- b. Doa
- c. Mengecek Kehadiran Siswa
- d. Memberikan Brainstroaming
- e. Menyampaikan tujuan dari materi/topik

2. Kegiatan Inti (60 Menit)

Inti	Kegiatan Siswa	Kegiatan Guru
Mengumpulkan Informasi	Bersama-sama dengan guru mencari informasi tentang topik/tema materi yang dipelajari	Melibatkan siswa mencari informasi yang luas dan dalam tentang topik/tema materi yang dipelajari
	Siswa diberikan ringkasan atau beberapa kosakata penting	Guru memberikan kosakata berbentuk paper kepada siswa
Megasosiasi	Siswa mempelajari kosakata yang tersedia	Guru menjelaskan kepada siswa
	Siswa diberikan arahan dan penjelasan untuk memulai Round Robin technique	Guru menjelaskan prosedur technique
	Siswa akan membentuk kelompok	Guru membagi siswa menjadi beberapa kelompok yang terdiri atas 4-6 siswa.
	Siswa memulai Round Robin technique.	Guru mengarahkan siswa untuk tetap tertib

Mengkomunikasikan	Peraturan pertama yang dilakukan siswa adalah berhitung 1- 6 untuk menentukan anggota kelompok	Guru bertindak sebagai pengatur hitungan dalam teknik
	Setelah itu masing-masing kelompok memulai membagi peran menjadi 4 atau 5 bagian tiap kelompok	Guru membagi siswa kedalam beberapa peran sebagai recorder, reader, referee, materials getter, and question master.
	Setiap anggota kelompok mulai mengungkapkan pendapat tentang vocabulary packet terkait	Guru membagikan vocabulary packet dan meminta siswa menganalisa setiap vocabulary packet
	Salah satu anggota kelompok mengemukakan dan menjawab pemecahan solusi tiap kelompok. Tiap anggota kelompok melakukan tugasnya	Guru memberikan petunjuk tentang kosakata yang terpilih. Dan membahas penjelasan mengenai kosa kata melalui kamus Merriam webster
	Kegiatan dilakukan berulang-ulang hingga batas waktu yang ditentukan	Guru mengawasi setiap kelompok satu persatu dan memanggil perekam untuk membagi hasil diskusi

3. Kegiatan Akhir (5 menit)

- a. Menyimpulkan materi yang telah dipelajari
- b. Doa
- c. Menutup kelas

H. Penilaian

- a. Instrumen : Terlampir 1
- b. Pedoman Penilaian: Jumlah skor maksimal keseluruhan=100

Guru Mata Pelajaran
Bahasa Inggris

Bandar Lampung, 6 Agustus 2018

Mahasiswa Peneliti

AYU SITI HOTIJAH, S.PD
NIP.

JENNA MAGHFIRA SAP
NPM. 1411040277

Mengetahui
Kepala SMP N 5 Bandar Lampung

HJ. ELLY YANTI, S.PD.M.MPD
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INSTRUMENT PENILAIAN

1. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP PERCAYA DIRI

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No	Nama Siswa	Aspek Pengamatan					Jumlah	Ket
		1	2	3	4	5		
1								

Keterangan Aspek Pengamatan :

1. Berani presentasi didepan kelas
2. Berani berpendapat, bertanya, atau menjawab pertanyaan
3. Berpendapat atau melakukan kegiatan tanpa ragu-ragu
4. Mampu membuat keputusan dengan cepat
5. Tidak mudah putus asa / pantang menyerah

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

Skor perolehan

Nilai = _____ X 100

Skor Maksimal

Kriteria Nilai

A =	80 – 100:	Baik Sekali
B =	70 – 79 :	Baik
C =	60 – 69 :	Cukup
D =	<60 :	Kurang

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 5 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Teks Lisan dan Tulis Mengecek Pemahaman
Alokasi Waktu	: 4 x 40 menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya	3.10.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengecek pemahaman 3.10.2 Menyebutkan ungkapan mengecek pemahaman 3.10.3 Merespon ungkapan mengecek pemahaman
4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pemahaman
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman
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C. TUJUAN PEMBELAJARAN

1. Disajikan teks lisan sederhana mengecek pemahaman peserta didik dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar
2. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menyebutkan ungkapan mengecek pemahaman dengan benar
3. Disajikan teks lisan sederhana mengecek pemahaman peserta didik dapat merespon ungkapan dengan benar.
4. Peserta didik dapat menulis teks lisan sederhana mengecek pemahaman dengan unsur kebahasaan dan struktur teks yang benar.
5. Disajikan teks lisan sederhana mengecek pemahaman peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
6. Disajikan teks lisan sederhana mengecek pemahaman peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

D. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk meminta perhatian serta responnya

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

<i>Expression</i>	<i>Respon</i>
<i>Is everything clear?</i> <i>Do you understand everything?</i> <i>Is there anything you don't understand</i> <i>Do you know the meaning of the word ... ?</i> <i>Are there any words you don't know</i> <i>Are there any strange words or expressions?</i> <i>Are there any phrases you don't know the meaning of?</i> <i>Are there any questions on this text?</i> <i>Is there anything else you would like to ask about?</i> <i>Are there any words you're unfamiliar with?</i> <i>Has anybody got anything to ask about this text?</i>	<i>Yes, Ma'am/ No,/ Not yet</i> <i>Miss/Sir/Ma'am</i>



Unsur kebahasaan

- (1) Kosakata: kata sifat sederhana
- (2) Tata bahasa: kata rujukan *it, they, these, those, that, this*.
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi
- (5) Ejaan dan tanda baca
- (6) Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

E. METODE/ TECHNIQUE PEMBELAJARAN

Translation Technique

F. MEDIA DAN ALAT PEMBELAJARAN

Media : Gambar

Sumber belajar : Buku Bahasa Inggris, When English Rings a bell Kelas 8 , hal: 14

G. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa

- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran

Mengamati

- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain mengecek pemahaman serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta perhatian, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan mengecek pemahaman, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi mengecek pemahaman serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.
- Siswa menirukan contoh-contoh interaksi mengecek pemahaman serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi mengecek pemahaman serta responnya.
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk mengecek pemahaman serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur.

Mengasosiasi

- Siswa membandingkan ungkapan mengecek pemahaman serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan mengecek pemahaman serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan mengecek pemahaman, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk mengecek pemahaman serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Penutup

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan meminta perhatian dan responnya
3. Instrumen : *Perform a dialogue for checking for understanding with your friend based on the word given*

Rubrik Penilaian Aspek Keterampilan:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1

5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	bertanggungjawab (responsible)	Sangat sering menunjukkan sikap bertanggungjawab	5
		Sering menunjukkan sikap bertanggungjawab	4
		Beberapa kali menunjukkan sikap bertanggungjawab	3
		Pernah menunjukkan sikap bertanggungjawab	2
		Tidak pernah menunjukkan sikap bertanggungjawab	1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama	5
		Sering menunjukkan sikap kerjasama	4
		Beberapa kali menunjukkan sikap kerjasama	3
		Pernah menunjukkan sikap kerjasama	2
		Tidak pernah menunjukkan sikap kerjasama	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

Kepala Sekolah

Bandar Lampung,
Mengetahui,
Guru Mata Pelajaran

2018

HJ. ELLY YANTI, S.PD.M.MPD
NIP.196301419844122001

AYU SITI HOTIJAH, S.PD
NIP. -

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 5 Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Materi Pokok : Menyatakan dan menanyakan kemampuan
 Alokasi Waktu : 4 x 40 menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya	3.2.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan kemampuan 3.2.2 Menyebutkan ungkapan menyatakan dan menanyakan kemampuan 3.2.3 Merespon ungkapan menyatakan dan menanyakan kemampuan
4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2.1 Menulis teks lisan dan tulis sederhana untuk menanyakan dan menyatakan kemampuan
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru

melaksanakan komunikasi transaksional dengan guru dan teman	dan teman
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C. TUJUAN PEMBELAJARAN

1. Disajikan teks lisan sederhana menyatakan dan menanyakan kemampuan peserta didik dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar
2. Disajikan teks lisan sederhana menyatakan dan menanyakan kemampuan peserta didik dapat menyebutkan ungkapan tersebut dengan benar
3. Disajikan teks lisan sederhana menyatakan dan menanyakan kemampuan peserta didik dapat merespon ungkapan tersebut dengan benar.
4. Peserta didik dapat menulis teks lisan sederhana menyatakan dan menanyakan kemampuan dengan unsur kebahasaan dan struktur teks yang benar.
5. Disajikan teks lisan sederhana menyatakan dan menanyakan kemampuan peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
6. Disajikan teks lisan sederhana menyatakan dan menanyakan kemampuan peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

D. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan

Fungsi sosial

Menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.

Struktur teks

- a. *Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast., dan semacamnya*



Unsur kebahasaan

- (1) Kata kerja bantu modal: *can, will*.
- (2) Kosakata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat.
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi,
- (5) Ejaan dan tanda baca
- (6) Tulisan tangan

Topik

Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

E. METODE/ TECHNIQUE PEMBELAJARAN

Translation Technique

F. MEDIA DAN ALAT PEMBELAJARAN

Media : Gambar
 Alat : flashcard
 Sumber belajar : Buku Bahasa Inggris, *When English Rings a bell* Kelas 8 , hal: 78

F. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan(5 menit)

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran

Mengamati

- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan kemampuan serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- Siswa dituntut untuk mencontoh keteladanan tersebut dengan menyatakan dan menanyakan kemampuan, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan menyatakan dan menanyakan kemampuan, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi menyatakan dan menanyakan kemampuan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.
- Siswa menirukan contoh-contoh interaksi menyatakan dan menanyakan kemampuan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan kemampuan serta responnya.
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan kemampuan serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur.

Mengasosiasi

- Siswa membandingkan ungkapan menyatakan dan menanyakan kemampuan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan menyatakan dan menanyakan kemampuan serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan menyatakan dan menanyakan kemampuan, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kemampuan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Penutup(10 menit)

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan menyatakan dan menanyakan kemampuan
3. Instrumen : *Perform a dialogue asking if your friend can do something based on the picture given*

Rubrik Penilaian Aspek Keterampilan:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
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1	Santun (Respect)	Sangat sering menunjukkan sikap santun Sering menunjukkan sikap santun Beberapa kali menunjukkan sikap santun Pernah menunjukkan sikap santun Tidak pernah menunjukkan sikap santun	5 4 3 2 1
2	bertanggungjawab (responsible)	Sangat sering menunjukkan sikap bertanggungjawab Sering menunjukkan sikap bertanggungjawab Beberapa kali menunjukkan sikap bertanggungjawab Pernah menunjukkan sikap bertanggungjawab Tidak pernah menunjukkan sikap bertanggung	5 4 3 2 1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama Sering menunjukkan sikap kerjasama Beberapa kali menunjukkan sikap kerjasama Pernah menunjukkan sikap kerjasama Tidak pernah menunjukkan sikap kerjasama	5 4 3 2 1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin Sering menunjukkan sikap disiplin Beberapa kali menunjukkan sikap disiplin Pernah menunjukkan sikap disiplin Tidak pernah menunjukkan sikap disiplin	5 4 3 2 1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri Sering menunjukkan sikap percaya diri Beberapa kali menunjukkan sikap percaya diri Pernah menunjukkan sikap percaya diri Tidak pernah menunjukkan sikap percaya diri	5 4 3 2 1

Kepala Sekolah

Bandar Lampung,
Mengetahui,
Guru Mata Pelajaran

2018

HJ. ELLY YANTI, S.PD.M.MPD
NIP.196301419844122001

AYU SITI HOTIJAH, S.PD
NIP. -

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 5 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Teks Tulis Undangan Pribadi
Alokasi Waktu	: 4 x 40 menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks Undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya	3.4.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks Undangan pribadi 3.4.2 Menyebutkan teks Undangan pribadi 3.4.3 Merespon teks Undangan pribadi
4.4 Menangkap makna Undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.	4.4.1 Mengidentifikasi tujuan dari teks Undangan pribadi 4.4.2 Menentukan informasi rinci dari teks undangan pribadi
4.5 Menyusun teks tulis Undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial,	4.2.1 Menulis teks tulis sederhana berbentuk undangan
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman
--	---

C. TUJUAN PEMBELAJARAN

1. Disajikan teks lisan sederhana teks Undangan pribadi peserta didik dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar
2. Disajikan teks lisan sederhana teks Undangan pribadi peserta didik dapat menyebutkan ungkapan tersebut dengan benar
3. Disajikan teks lisan sederhana Undangan pribadi peserta didik dapat merespon ungkapan tersebut dengan benar.
4. Disajikan teks tulis sederhana Undangan pribadi peserta didik dapat menentukan gambaran umum teks tersebut
5. Disajikan teks tulis sederhana Undangan pribadi peserta didik dapat menentukan informasi rinci teks tersebut
4. Peserta didik dapat menulis teks tulis sederhana Undangan pribadi dengan unsur kebahasaan dan struktur teks yang benar.
5. Disajikan teks lisan sederhana teks Undangan pribadi peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
6. Disajikan teks lisan sederhana teks Undangan pribadi peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

D. MATERI PEMBELAJARAN

Teks tulis (a) undangan pribadi sangat pendek dan sederhana

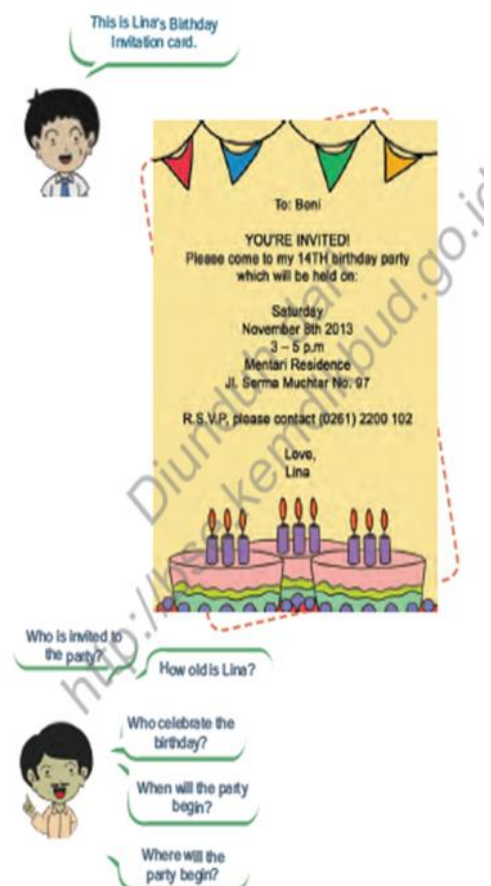
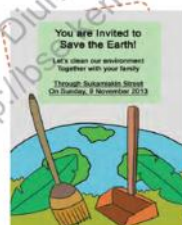
Masing-masing diajarkan secara terpisah

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur text

- a. Menyebutkan tujuan dari (a) undangan pribadi
- b. Menyebutkan informasi rinci dari (a) undangan pribadi



Unsur kebahasaan

- (1) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.
- (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (3) Ucapan, tekanan kata, intonasi
- (4) Ejaan dan tanda baca
- (5) Tulisan tangan

Topik

Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.

Multimedia:

Layout dan dekorasi yang membuat tampilan teks lebih menarik.

E. METODE/ TECHNIQUE PEMBELAJARAN

Translation Technique

F. MEDIA DAN ALAT PEMBELAJARAN

Media : Gambar
 Alat : flashcard
 Sumber belajar : Buku Bahasa Inggris, When English Rings a bell Kelas 8 ,hal: 115

F. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan(5 menit)

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran

Mengamati

- Siswa mencari ucapan selamat (*greeting card*), termasuk yang menggunakan bahasa Indonesia.
- Siswa mengumpulkan gambar dan foto ucapan selamat (*greeting card*) dari berbagai sumber termasuk internet, buku teks, dsb.
- Siswa memberikan komentar dan pandangannya tentang fungsi) ucapan selamat (*greeting card*), ketepatan unsur kebahasaannya, format, tampilan, dsb.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara ucapan selamat (*greeting card*) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.

Mengumpulkan Informasi

- Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari ucapan selamat (*greeting card*).
- Siswa membaca secara lebih cermat semua ucapan selamat (*greeting card*) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.

Mengasosiasi

- Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai ucapan selamat (*greeting card*) yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai ucapan selamat (*greeting card*) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasikan

- Siswa membuat lebih banyak ucapan selamat (*greeting card*) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam membuat (ucapan selamat (*greeting card*)) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Penutup(10 menit)

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes tulis Membuat teks Undangan pribadi
3. Instrumen : Make an invitation based to the theme below (terlampir)



Rubrik Penilaian Aspek Keterampilan Menulis:

No	Aspek yang Dinilai	Kriteria	Score
1	Tujuan Komunikasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Keruntutan teks	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Pilihan Kata	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Pilihan Tata Bahasa	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Kreatifitas	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total	20
		Total Score	20x5=100

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3

		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	bertanggungjawab (responsible)	Sangat sering menunjukkan sikap bertanggungjawab	5
		Sering menunjukkan sikap bertanggungjawab	4
		Beberapa kali menunjukkan sikap bertanggungjawab	3
		Pernah menunjukkan sikap bertanggungjawab	2
		Tidak pernah menunjukkan sikap bertanggungjawab	1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama	5
		Sering menunjukkan sikap kerjasama	4
		Beberapa kali menunjukkan sikap kerjasama	3
		Pernah menunjukkan sikap kerjasama	2
		Tidak pernah menunjukkan sikap kerjasama	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

Kepala Sekolah

Bandar Lampung,
Mengetahui,
Guru Mata Pelajaran

2018

HJ. ELLY YANTI, S.PD.M.MPD
NIP.196301419844122001

AYU SITI HOTIJAH, S.PD
NIP. -



PEMERINTAH KOTA BANDAR LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 BANDAR LAMPUNG



Jl. Beo No.134 Tanjung Agung Raya Kec. Kedamaian Bandar Lampung
Telp.0721-254072 Email : smpn5_bandarlampung@yahoo.com
Web : /http://smpn5_bdl.blogspot.co.id/

SURAT KETERANGAN PENELITIAN

Nomor : 800 / 387 / IV.40 / II.5 / 2018

Yang bertanda tangan di bawah ini :

Nama : **ROHAYU, S.Sos, M.M**
NIP : 19710419 199111 2 001
Pangkat / Golongan : Penata , III/c
Jabatan : Kasubag Tata Usaha
Unit Kerja : SMP Negeri 5 Bandar Lampung

Dengan ini menerangkan bahwa :

Nama : **JENNA MAGHFIRA SWARI APRIYADI PUTRI**
NPM : 1411040277
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 5 Bandar Lampung terhitung 31 Juli s/d 30 Agustus 2018 Dengan judul skripsi :

“THE INFLUENCE OF ROUND ROBIN TECHNIQUE TOWARDS STUDENTS’ VOCABULARY MASTERY AT THE EIGHTH GRADE IN THE FIRST SEMESTER IN THE ACADEMIC YEAR 2018/2019”

Demikian untuk dipergunakan sebagaimana mestinya.

Bandar Lampung, 7 September 2018

Kepala Urusan Tata Usaha

SMP Negeri 5 Bandar Lampung



ROHAYU, S.Sos, M.M

NIP. 19710419 199111 2 001



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl.Let.Kol.H. Endro Suratmin Sukarame I Bandar Lampung Telp. (0721) 703260

Nomor : B- 8264/Un.16/DT/TL.01/07/2018 Bandar Lampung, 14 Agustus 2018
Sifat : Penting
Perihal : **Permohonan Mengadakan Penelitian**

Kepada

Yth. Kepala Sekolah SMP Negeri 5

Bandar Lampung

Assalamu'alaikum Wr. Wb.

Setelah memperhatikan judul Skripsi dan Out Line yang sudah disetujui oleh Dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswi/Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : **Jenna Maghfira Swari Aprriyadi Putri**
NPM : 1411040277
Semester/T.A : XI (Sembilan) /2018-2019
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Round Robin Technique towards Students' Vocabulary mastery in the first semester at the eighth grade of SMPN 5 Bandar Lampung in the first semester in the academic year 2018/2019

akan mengadakan penelitian di SMP Negeri 5 Bandar Lampung, guna Mengumpulkan data dan bahan-bahan penulisan skripsi yang bersangkutan, maka waktu yang diberikan mulai tanggal 31 Juli 2018 sampai dengan 30 Agustus 2018.

Demikian atas perkenaan dan bantuannya diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.


Prof. Dr. H. Chairul Anwar, M. Pd
NIP.195608101987031001

Tembusan :

1. Wakil Dekan Bidang Akademik
2. Ketua Jurusan Bimbingan dan Konseling Pendidikan Islam
3. Kasub Akademik
4. Mahasiswa/I yang Bersangkutan

Research Photos

Pre-Test in Control Class



Pre-Test Experimental Class



Round Robin Technique process in Experimental



Translation Technique process in Control



Post-Test in Control Class



Post-Test in Experimental Class

